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Avoiding a curricular emphasis and focusing on a state level philosophy for services for the mentally retarded, the handbook defines the underlying philosophical and legal principles. Aspects of programing treated include statutory and policy regulations, specific considerations for various levels, and interrelated agency involvement in mental retardation. The past, present, and future are surveyed; forms, publication lists, and legislative provisions and interpretations of them are appended. (LE)

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PROGRAMING PUBLIC SCHOOL SERVICES FOR RETARDED CHILDREN IN WISCONSIN

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION William C. Kahl, State Superintendent

THE COVER DESIGN IS A GIFT OF THE WISCONSIN ASSOCIATION FOR RETARDED CHILDREN, INC., TO WHOM THE DEPARTMENT OF PUBLIC INSTRUCTION EXPRESSES ITS APPRECIATION.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Programing Public School Services for Retarded Children in Wisconsin

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Wisconsin Department of Public Instruction
Madison, Wisconsin
William C. Kahl, State Superintendent
1967

6000—100

for people in need . . .

Wisconsin is proud of its progressive programs for people in need. Since 1917, the Wisconsin Department of Public Instruction has had a state supervised program of school services to children with retarded mental development. Today over 1,000 Wisconsin teachers of the retarded spend 1,000 hours a year teaching over 13,000 special pupils the fundamental skills that lead to social, emotional, and occupational competency.

This new publication is designed to help you in the orderly administration of programs at the state and local school levels. It discusses the ever-increasing interrelationships of federal, state and local school systems. The necessary cooperation between public school programs, teacher training institutions and public and private agencies to serve our individuals is also stressed.

We sincerely hope this new handbook will be used often and productively and suggest that you tell us how to keep our handbook accurate and up to date.

Special thanks should be given Dr. Kenneth R. Blessing, Victor J. Contrucci, James H. Despins, Alverna M. Robinson, John H. Stadtmueller, and Charlotte J. Richards. Their willingness to work long hours on this project is truly appreciated by all of us who will gain a little more insight and some extra motivation from it.

John W. Melcher
Assistant Superintendent
Bureau for Handicapped Children

the history of hope

Probably the most significant single feature between the publication of the original manual in 1958 and the present one has been the national visibility and interest afforded the condition of mental retardation by the late President John F. Kennedy and his family. One may liken this concern and support to the interest and activity demonstrated by Franklin Delano Roosevelt several decades ago on behalf of those children and youth afflicted with polio. For this reason, this 1967 revision of the policy manual is dedicated to the memory of the late J. F. Kennedy in recognition of his deep and abiding interest in the mentally retarded. Once kindled in the hearts of men, this warm concern has led federal, state and local governments to extend energies and resources heretofore unavailable to the retarded. As we face the future in our professional endeavors a flame of hope has rekindled the beliefs of the special education pioneers, Itard and Seguin, regarding the dignity of the retarded and their potential for development.

Progress and new developments do not spring full grown overnight, but depend upon the sharing of concepts, ideas and experiences. Once formulated, they are developed and refined in the educational foundry of field testing and tryout. The ideas presented herein are not intended to be a panacea or final solution to the education of the retarded in Wisconsin. They are perceived and submitted as an extension of the earlier developmental effort of state program planners. We anticipate and look forward to a subsequent handbook revision during the coming decade in keeping with the great need of our retarded children.

This publication has consciously avoided a curricular emphasis, and has focused upon a state level philosophy for services for the mentally retarded. Special stress is placed upon the concept of a service from the nursery to the adult level in each community. In essence, this manual is a program guide or policy handbook whose major objective is to assist local boards of education and school administrators in attaining this level of services. The local public school's relationships with state agencies and other local groups concerned with the care, training, and habilitation of the retarded have undergone scrutiny and delineation. Particular emphasis has been given to such new program elements as the full-day program for the trainable, the work adjustment program at the secondary level, and the utilization of teacher aides in the classroom. Potentials for local growth under the auspices of the newly created cooperative educational service agencies have been explored, as has been the relationship of the Bureau to these new agencies. The federal support for special education has been outlined by describing possibilities in teacher recruitment, teacher and leadership scholarships, and research opportunities in special education.

Earlier publications focused upon definitions of mental retardation, the place of special education within the community's public school program, and a historical review of the development of services in Wisconsin. Emphasis was upon special services at the elementary level, since trainable programs were a new innovation and secondary provisions for the adolescent retarded were a rarity. The most recent

Bureau publication dealt with programs at the two extremes — the trainable retarded and the secondary level retarded — with only a brief look at the elementary level. It included suggestions for curricular content at each level, stressing the center of interest themes.

This 1967 publication of *Programing Public School Services for Retarded Children in Wisconsin* marks the third revision of the original 1947 policy manual by H. M. Williams and Harvey A. Stevens. Rapid advances in our understanding of the needs of the retarded, plus improvements in programing concepts produced the first revision in 1953, *School Program for Retarded Children* by Williams and John W. Melcher. Continued progress in the field stimulated a second major reworking in 1958 when *Wisconsin's Public School Services for Retarded Children* was developed by Kenneth Blessing, Daniel Mathias, and Floyd Baribeau. Minor revisions resulted from the American Association on Mental Deficiency's *Revision of Terminology and Classification in Mental Retardation* (1959), and a revision was published in 1960. The current 1967 version reflects the impact and influence of these earlier publications on mental retardation, particularly in Wisconsin.

The writers wish to express acknowledgement and appreciation to Mrs. Mary Ellen Knuteson, Mrs. Carol Miller, Mrs. Dorothy Bauman, Mrs. Dorothy Cullen, Mrs. Diane Sewell, and Miss Judy Porath for their stenographic assistance in the typing of this manuscript.

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Chapter I

Philosophical and Legal Principles Underlying Educational Services for Retarded Children

Philosophical Position

In our democratic society, a quality level program at the local school level implies and provides equal educational opportunities for *all* children including the handicapped and the gifted. In each state, constitutional mandates guarantee every individual the right to basic educational opportunities at public expense in recognition of the dignity and worth of each child as a person. A local school system operating within the context of this democratic cultural point of view will permit no discrimination because of race, religion, socioeconomic background, or variations in physical or mental abilities.

Equal educational opportunity, however, does not necessarily imply *uniform* educational experiences for all children. Nor are all children uniformly equipped and responsive to the peculiar demands of school and our democratic culture. A school climate reflecting good mental health principles and practices, and the provision of special education services and programs for exceptional children and youth, are a direct visible expression of a local community's willingness to provide for the uniqueness of individuals in keeping with their various disabilities, needs, and interests. As the state agency directly responsible for school children between the ages of four and twenty, the State Department of Public Instruction vigorously supports this point of view as an attainable reality for every community and every comprehensive school system.

Constitutional Mandate

Such a guarantee for basic educational opportunity for all children at public expense is provided in Article X, Section 3, of the Wisconsin Constitution.

> Sec. 3. The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years; and no sectarian instruction shall be allowed therein.

This constitutional mandate does not specifically exclude children because of physical or mental handicapping conditions. The implication then is equally clear that children and youth with retarded mental development in a democratic society require special educational services and programs in order to equalize instructional opportunities not possible in regular school programs. Further, the responsibility for applying this principle has been basically placed upon local public school systems with stimulation and adequate support being provided from the state and federal levels of government. Article X, Section 4 of the Wisconsin Constitution stipulates: "Each town and city shall be required to raise by tax, annually, for the support of common schools, therein, a sum . . ."

While the original intentions of the state constitution makers may not have encompassed the mentally and physically handicapped, this being the period of residential institution programing, one may allude to Blackstone's reference to "the will of the people" as supportive evidence for current philosophy and practices. Common cultural consensus in interpreting the constitution and the law of the land, as in the case of recent civil rights legislation, can be applied with equal relevance to the general current practice of interpreting constitutional provisions as including public school provisions for exceptional children and youth. In essence, then, current interpretations of state constitutions are reflecting a more enlightened and humane cultural attitude towards the handicapped and the disabled and are concrete expressions of a more benign and culturally advanced democratic society.

Each state educational code should, therefore, make specific legislative provisions for general and special education for *all* of its citizens of school age. These enabling statutes should delineate the guarantees to be afforded each handicapped child and should also provide the legal framework for the creation and administration of special education services. In addition, these enabling provisions should be periodically reviewed and refined as newer concepts and knowledge related to advanced programing for handicapped children and youth is forthcoming.

1967 Attorney General's Opinion

A very recent Attorney General's Opinion[1] appears to support and reaffirm this traditional and current departmental position on the constitutional intent and the educational rights of mentally handicapped children. The Attorney General has indicated that free public education for all children between the ages of four and twenty is a major principle of the American school system. The medium designed to accomplish this objective was the local district school maintained at public expense with financial support often provided in later years by state and federal governments. The uniformity requirement in Article X, Section 3 of the Wisconsin constitution required that all district schools be as nearly uniform as practicable. The uniformity requirement placed upon the district schools, rather than the school districts, suggests that the framers of the constitution were more concerned with the character of the instruction than with the method of forming school districts and systems. Therefore, court tests have held that the obligation to provide a meaningful and free public education remains unless it can be shown that a child is not at all educable or that his attendance affects the general welfare and interests of the school. In these instances the child's rights, as in the case of other individual rights, must be subordinated to the general welfare. Further, school boards cannot exercise their powers in an arbitrary and unreasonable manner in cases involving physical and mentally handicapping conditions.[1]

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[1] Attorney General's Opinion regarding "Constitutional and Statutory Responsibilities of State and School District to Mentally Handicapped Children Discussed Generally", April 13, 1967.

This principle enunciated by the courts and reiterated by the recent opinion has been extended by the Attorney General in considering the obligations of the local school districts, since Article X, Section 3 does not require that special schools be established in each district. In view of the permissive language in the statutes and the discretionary powers of local school boards, the Attorney General has further indicated that since education is a state function, failure or inability of local authorities to provide meaningful compensatory education shifts the responsibility to the State. Stipulated as State obligations are such responsibilities as the direct provision of programs and services and financial assistance to parents seeking to gain for their child a meaningful educational opportunity.

However, further study in this area suggests some delimiting factors in the full execution of constitutional mandate and intent. It is our understanding that constitutional provisions while desirable are not self executing and that there need be legislative direction to the State Superintendent and his officers to, for example: (a) directly operate and administer special compensatory programs, (b) send mentally handicapped children to private schools, or (c) compensate parents for sending mentally handicapped children to private schools. This interpretation of constitutional and statutory responsibility was recently confirmed and the following principle has been enunciated.

The term "educable" in the opinion would appear to refer to those mentally handicapped children capable of receiving some education and the term "state" appears to be employed in its general and generic sense. (Educable is also a professional classification used to designate a specific level of intellectual and socially adoptive functioning.) It may further be stated that where the legislature has not acted to implement constitutional directions with statutory authorization, the state through its appropriate officer or agency is powerless to act until it receives such authorization from the legislature. Thus, the several alternatives suggested do not exist for the State Department of Public Instruction to implement constitutional intent until the legislature so provides.

It may be that this far-reaching opinion of the attorney general will stimulate new legislation, making available meaningful educational opportunities for the mentally handicapped child to the degree guaranteed by the Wisconsin constitution. This current departmental position has been supported and reaffirmed recently by the Wisconsin Association for Retarded Children, Inc. Interested readers are referred to the complete version of the 1967 Attorney General's opinion (see Appendix G) and to the joint statement issued by the department and W.A.R.C. (in Appendix H).

Permissive Legislation

When comprehensive services for the mentally retarded are considered, the issue as to whether the promulgating legislation and statutory implementation should be of a mandatory or permissive nature is of utmost importance. The pros and cons of the varying state approaches to this issue could be argued at length. The department has seriously studied this issue and its many ramifications. It would appear that permissive legislation, substantially supported by state aids, has been successful in moving Wisconsin to a position of leadership in special education. There does not appear to be impelling reasons for reversing this position at this time. Several underlying concepts supportive of this position may be cited.

The democratic approach is to encourage and stimulate rather than demand. Enabling type legislation permits communities and school districts to do something desirable and beyond the minimum foundational standards with which mandatory legislation is concerned. Permissive legislation has tended to concern itself largely with provisions for services and facilities above this minimum undertaken under local initiative. Such laws take the general form of "the school board may . . ." Hence, Wisconsin law as it pertains to retarded children is based upon a permissive rather than a penal philosophy. Wisconsin has historically been committed to the additional principle of local self-determination, responsibility, and initiative as it applies to most community endeavors. Applied to special education this has meant that a community and the individuals comprising it, including parents, school personnel, boards of education, and community agencies, must recognize the need and share the desire to establish and maintain special services and programs for retarded children.

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[1] The department has submitted legislation to the 1967 legislature which permits the parents of 5 or more trainable retarded or 10 or more mentally handicapped children to simultaneously petition the local or regional school board and the state superintendent for a hearing as to the feasibility of establishing special services for these children when these local services are currently lacking.

The state agency role under this permissive enabling philosophy has been one of stimulation, encouragement, assistance, coordination, and equitable distribution of state aids to properly programmed services. However, this agency does not see its role and function as passive in nature. The agency is never reluctant to convey the guilt feeling rather than the *legal* opinion in assessing special education needs on a regional or school district level. Yet recognizing the manpower problem of obtaining well-qualified special educators under mandated legislation, and having observed the technicalities employed to circumvent special class development in some states, departmental consensus rests its belief on the inherent positive qualities and potentials for action under permissive legislation.

Under this permissive rationale local school boards then are charged with the responsibility of providing facilities, services, and personnel necessary to train and educate mentally retarded children within their communities. Until recently the extent and limitations of this responsibility have not been fully delineated, and this has been a major factor in failure to provide complete and appropriate services for all school age retarded children. Nor has the fact been clearly appreciated that education is more than the 3 R's or that the traditional school setting may be inappropriate in terms of the unique requirements of some children.

Recently the State Department of Public Instruction has expressed its philosophy and has delineated what it believes to be the objectives of a comprehensive public school program for the mentally retarded.[1] This position is encompassed within the broad concept of *a continuum of public school services for the retarded.*

Basically, the position taken broadens the traditional viewpoint of use of the term "education" to suggest that any type of training or teaching which enables the individual to more fully utilize his innate potential — large or small though it may be — is indeed education.

If this expanded definition of education were accepted and if school boards implemented this philosophy in their concept of total school programing, then practically every retarded child would have access to some form of school supported program or service. Under the rubric of the continuum of school services concept, implementation of this philosophy would involve direct programing for all retarded children in the moderate, mild, and borderline ranges of retardation and consultative services to children in the severe and profound levels via interagency and/or institutional cooperation and planning.

Departmental Position

The departmental position strongly encourages every school system to provide an integrated program of special services and a continuum of services for the pre-school and pre-primary level through young adulthood for all of its retarded children and youth. This gamut of services can be implemented locally, on a regional or county basis, or through shared services under the aegis of the Cooperative Educational Service Agencies. The length of the school day and the type of services offered will vary depending upon the complexity and respective individual needs of the children, but presumably this will include consultation services, homebound instruction, part and full-time trainable services, and pre-primary, primary, intermediate, and secondary programs for the retarded, including work adjustment services. Conceivably, this would include children from ages four through twenty, while recognizing that mental retardation, with multiple causative factors, requires multiple criteria for eligibility determination as opposed to utilization of a single criterion such as life age.

This overview of the departmental philosophy and program goals has focused upon the constitutional basis and Judeo-Christian ethic undergirding and supporting state, regional, and local programing for the mentally retarded. It has attempted to set the stage for greater understanding and comprehension of departmental and professional functioning under statutory regulations. It has sought to establish a framework which will permit greater specificity in clarifying the policies and procedures outlined in this policy manual.

The Department of Public Instruction in its leadership role envisions the era when every quality level school system will be implementing this philosophy and will be providing the integrated continuum of services alluded to in an earlier section of this chapter. Special education services and programs for exceptional children and youth have been designated as a concrete and visible expression of a local community's recognition and willingness to provide for the uniqueness of individuals in keeping with their various potentials, handicaps, disabilities, and needs. This is in the tradition of the Judeo-Christian ethic and our national democratic culture. The Department endorses and strongly supports this point of view as an attainable reality for every good school system, not in some distant educational millennium, but in the very near and approaching immediate future.

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[1] *When People Plan . . . Wisconsin's Action for Mental Health and Mental Retardation; Final Report of Mental Retardation Steering Committee.* State Department of Public Welfare, 1965 (pp. 10-13).

Legal Position

Constitutional and statutory responsibilities for the supervision and support of locally established special education programs have been assigned to the state educational agency, and more specifically, to the division referred to as the Bureau for Handicapped Children. In Article X, Section 1, the State Superintendent is charged with "the supervision of public instruction . . ." This section provides for state coordination of public school services. The phrase ". . . as nearly uniform as practicable . . ." from Section 3, and the creation of a school fund in Section 2, provides the basis for state aids to districts and counties serving children with mental handicapping conditions.

Administrative Structure of the Bureau

Major responsibility for stimulation and development of special services and programs of instruction at the local community level rests with the Bureau for Handicapped Children created by statute in 1939. A wide variety of services to exceptional children and youth are stimulated and financially supported through this state agency. Section 41.01 (4) of the Wisconsin Statutes provides as follows:

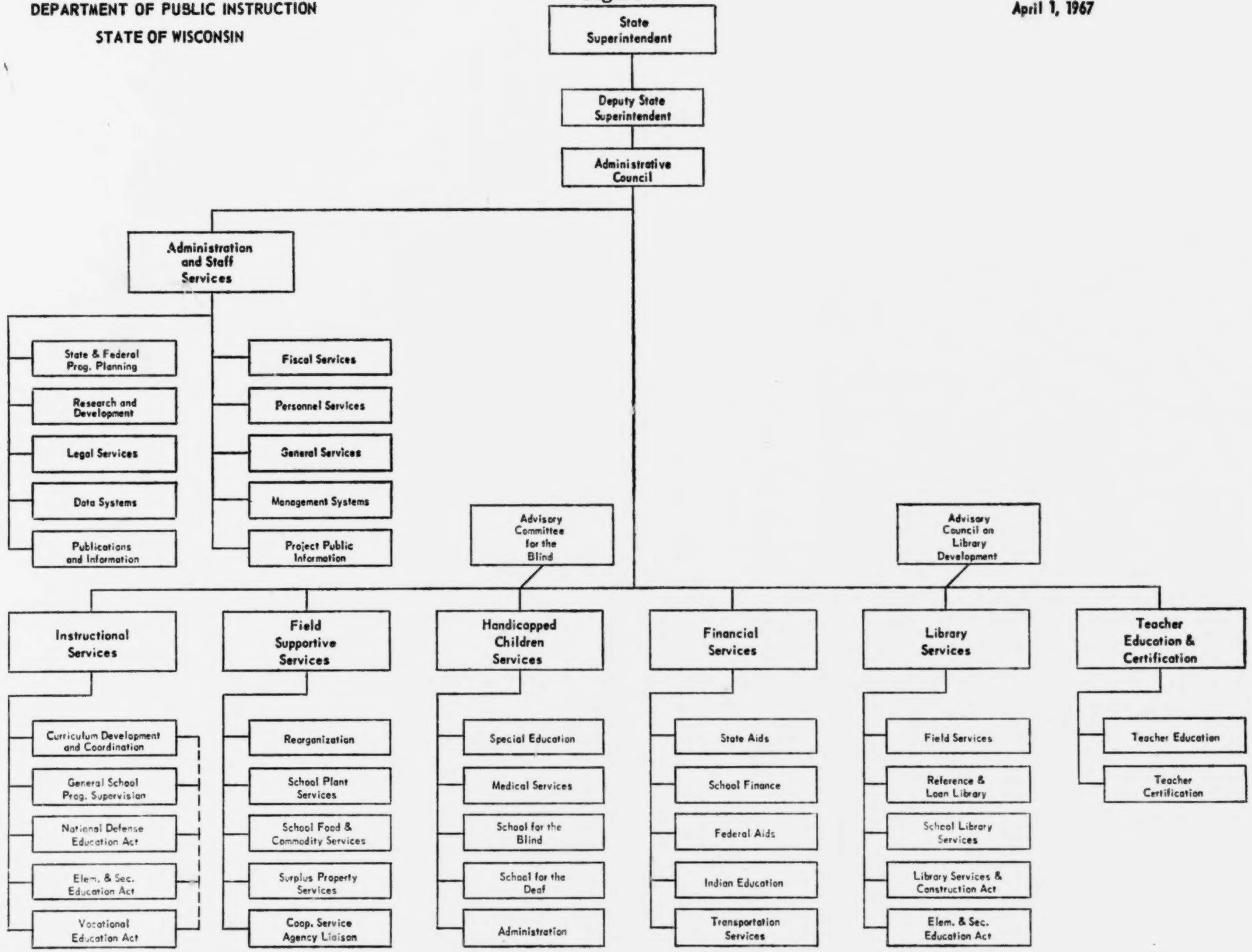
> There is created in the State Department of Public Instruction a Bureau for Handicapped Children . . . The State Superintendent of Public Instruction shall appoint a person with the status of assistant superintendent to serve as director for the bureau . . . The director and his staff are responsible for the services established . . . for children who are crippled, blind, partially seeing, deaf, hard of hearing, defective in speech, cardiopathic, malnourished, otherwise physically handicapped, or who are mentally handicapped . . . He is responsible for the auditing of expenditures incurred for such services . . . .

In order to accomplish these varied tasks, the Bureau includes a large staff of professional personnel with advanced training in one or more of the areas previously cited. In Figure 1 on page five the reader will note the administrative structure of the State Superintendent's various school service divisions and the relationship of the Bureau for Handicapped Children to other elements of this administrative structure. Figure 2 on page six provides a more detailed picture of the organizational structure and service features of the Bureau itself.

DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF WISCONSIN

Figure 1

April 1, 1967


State Superintendent
Deputy State Superintendent
Administrative Council
Administration and Staff Services
State & Federal Prog. Planning
Research and Development
Legal Services
Data Systems
Publications and Information
Fiscal Services
Personnel Services
General Services
Management Systems
Project Public Information
Advisory Committee for the Blind
Advisory Council on Library Development
Instructional Services
Curriculum Development and Coordination
General School Prog. Supervision
National Defense Education Act
Elem. & Sec. Education Act
Vocational Education Act
Field Supportive Services
Reorganization
School Plant Services
School Food & Commodity Services
Surplus Property Services
Coop. Service Agency Liaison
Handicapped Children Services
Special Education
Medical Services
School for the Blind
School for the Deaf
Administration
Financial Services
State Aids
School Finance
Federal Aids
Indian Education
Transportation Services
Library Services
Field Services
Reference & Loan Library
School Library Services
Library Services & Construction Act
Elem. & Sec. Education Act
Teacher Education & Certification
Teacher Education
Teacher Certification

Theoretically there are two separate sections, i.e., the medical and treatment program, and the special education services. However, all personnel in this division work as a unit attempting to provide a multi-faceted service approach to the problems and needs of handicapped children. Staff consultants do not limit their services to one particular group. An interdisciplinary concept and function is provided whenever feasible. The reader will note the service features available to local communities under this administrative arrangement. The sub-program in mental retardation currently has a full-time staff of four consultants in addition to the part-time assistance available from the other specialty areas. Their various roles and functions may be divided into two broad general categories which are (1) *administrative and supervisory* and (2) *consultative* in nature.

Figure 2

ORGANIZATIONAL PLAN OF
THE
BUREAU FOR HANDICAPPED CHILDREN

STATE DEPARTMENT OF PUBLIC INSTRUCTION

State Superintendent

BUREAU FOR HANDICAPPED CHILDREN

CRIPPLED CHILDREN DIVISION

Medical Director

- Orthopedic Program
- Hearing Conservation Program
- Cardiac Program
- Cleft Palate Program
- Cystic Fibrosis Program
- Orthodontia Program
- Program for Major Congenital Anomalies

SPECIAL EDUCATION

Educational Coordinator

- Deaf and Hard of Hearing
  - Day Schools
  - Residential School at Delavan
- Visually Handicapped
  - Day Schools
  - Residential School at Janesville
- Mentally Retarded
  - Day Schools
    - Educable
    - Trainable
- Defective Speech
  - Regular Classes
  - Special Instruction
- Special Language Disorders
  - Day Schools
- Orthopedic and Crippling Conditions
  - Day Schools
  - Hospital Schools
- Homebound Instruction
  - Physically Handicapped
  - Mentally Retarded
  - Emotionally Disturbed
- Emotionally Disturbed
  - Day Schools
- Special Learning Disabilities
  - Day Schools
- Psychological Services
  - all programs
- Coordination of Special Education Research
  - Consultation Services to Districts, CHCEBs and CESAs
- Administration of Federal Fellowships, Traineeships, Institutes
  - Teacher Recruitment Activities
- Title VI Administration

Consultative and Supervisory Functions

Statutory responsibilities of special education supervisors may be divided into two broad general categories: (1) *Administrative or supervisory* functions and (2) *consultive functions.* Under the administrative and supervisory function are found such responsibilities as: the formulation of state policies and standards to guide school districts in establishing and maintaining special education units; supervision of existing services to as-management, and safeguards for minimum perform-sure conformance to stipulated policies, efficiency in ance of teaching responsibilities; clarification of certification standards and determination of teacher licensure status; the preparation of budgets; the development and evaluation of legislation affecting retarded children and youth; and the distribution of state aid for encouragement to communities providing special services. In essence, this is a management function conducted from the state level working in close cooperation and harmony with local school districts, county handicapped children's education boards, and cooperative educational service agencies. Basically this aspect of state level functioning is designed to insure local level operation in conformity with statutory and policy regulations.

The very nature and needs of education in the current era demands that state agencies exercise a leadership role in the state's complex special education picture. This vigorous and dynamic leadership is best implemented by staff focus on the consultative function in relation to local special education operations. The consultative functions require creative and innovative approaches to problem solving in special education. State level consultants are recognized as highly competent professionals in their specialty areas. The consultant function requires a degree of competence a step above the more historic role of supervisor, one in which the consultant participates in group decision making processes. Further, the consultant may anticipate requests for professional recommendations which may, in turn, be accepted, modified, or rejected. Bureau consultants are committed to a leadership and consultative role in their daily implementation of the state agency program.

The consultative functions include such activities as: assistance to local communities in establishing new programs; the evaluation of existing special services in local areas; research activities pointed toward educational innovation and improvement; formulation of long-term policies and objectives; the provision of leadership in the up-grading of local services beyond the minimal standards established; the inservice and continuing education of special education teachers throughout the state; the integration and coordination of special services with the total school programs and with the programs of other non-educational agencies serving retarded children; the determination of pupil eligibility through complete diagnosis and psychological evaluation; the preparation of bulletins, publications, and curricular materials designed to acquaint the legislature, communities, and parents with information regarding the status and progress of special education for the retarded in Wisconsin.

All of these functions imply a *service* oriented program for handicapped children. In addition, the Division of Instructional Services has a program involving preventive mental health activities and consultation. The field consultant in this area works with public school administrators and classroom teachers in attempting to improve the mental hygiene conditions within the schools and classrooms. Of particular concern is the need to sensitize school personnel to the early indications of mental illness and emotional disturbance as manifested in learning and behavorial disorders of young children. While administratively housed in another division, this program's broad mental health objectives obviously encompass many of the same goals held by special education, thereby requiring an intimate working relationship between personnel in both divisions.

Delegation of Statutory Authority

Within the context of this overview of legal principles underlying state agency involvement and participation in local special education programing, an attempt has been made to delimit discussion to programs and services for the mentally retarded. The legal principles have equal relevance for other groups of exceptional children and youth. The major concept derived from this review of constitutional and statutory provisions is that the state has a recognized mandated responsibility to Wisconsin's retarded youth. It accomplishes this designated responsibility through the aegis of the local school agency to whom it delegates implementing statutory authority.

In summary, the state educational agency is in a particularly unique position with respect to the retarded child. Since the public school has the primary responsibility for children in general, and specifically for the retarded child within this framework, it can assume an especially effective and singular role in coordinating resources and services at the community level. This coordinative effort and role can be implemented to the degree that state legislation and the state special education division articulates the leadership and administrative role within the context of the aforementioned democratic constitutional principle — equalized educational opportunities for *all.* This is truly the *Wisconsin Idea* applied to special education.

Chapter II

General Considerations of Programing: Statutory and Policy Regulations

Federal-State Relations

Education is a state function and the Wisconsin Department of Public Instruction is the state educational agency responsible for public elementary and secondary education in Wisconsin. Many of the state powers with respect to education have been delegated to local boards of education who function within the framework of the state constitution and the state statutory code. The state-local relationships, therefore, have been fairly well delineated and refined.

Federal-state relations, on the other hand, are in a more transitional and developmental stage. Historically the federal government has had limited responsibility for education in the states. Since its inception the United States Office of Education has been limited in scope and function to a statistical gathering agency. The Congress, over the years, consciously controlled the effectiveness of the U.S.O.E. by maintaining a limited budget and staff. Direct federal involvement in education has been permitted only in areas where national concerns and crises were involved.

During the last two decades the concept of and the nature of federal-state relations has undergone change in education as well as in other areas, first slowly, and more recently, at an unprecedented accelerated pace. As recognition developed of the already existing extent of federal involvement in public education, as crucial issues were crystallized, and as general national consensus was reached on the need for involvement without control, the Congress responded. Recognizing the national crisis facing the schools as Russia assumed the lead in space exploration, and facing up to the fact that American public schools have not met the educational needs of disadvantaged and minority groups, the Congress provided enabling legislation and fiscal appropriations to improve the entire texture and fabric of our educational system.

Special education is a part of that educational system and the exceptional child is a disadvantaged child in the truest sense of the concept. The exceptional child is also a child of a minority, more so than members of ethnic groups, since he may even have a minority position within his own family constellation. Therefore, the problems of the handicapped had been crystallized to the point where the Congress, the federal government, and its agencies have cited special education needs as a national problem requiring the concerted efforts of all levels of government—federal, state, and local.

Federal Activities in Mental Retardation

The first breakthrough in federal-state relations in special education occurred in 1958 when Public Law 85-926 was enacted. This legislation was limited to the training of professional personnel for the mentally retarded. Limitations in the total appropriation required that fellowships be allotted to state educational agencies and to universities for the training of leadership personnel at the graduate level.

During the Kennedy administration the problems and needs of the mentally retarded were given greater recognition and visibility by the federal government than at any previous time in the nation's history. A parallel may be drawn wih Roosevelt's concern and interest for the physically disabled post polios in the prewar years. This executive interest culminated in the 1963 passage of Public Law 88-164, an amendment to 85-926, which accomplished a number of things. This bill allotted funds to state educational agencies and universities for training personnel in all areas of special education. Funds were used for the training of teachers, supervisors, directors, college teachers, and research personnel at both the senior undergraduate and graduate levels. It further provided for the provision of special study institutes under state auspices for the upgrading and continuing inservice education of local special education personnel. It permitted employment of state personnel to administer the 88-164 program and to focus on teacher recruitment for special education.

Elementary and Secondary Education Act of 1965

In 1965 the most far-reaching intervention of the federal government in public education occurred with the passage of the Elementary and Secondary Education Act. Several sections of the Public Law 89-10 had particular and specific implications for special education, and in this context, for the area of the mentally retarded. These are briefly summarized in the following paragraphs.

Title I of 89-10 was designed to provide financial assistance to local educational agencies for special educational programs for the educationally deprived in areas having high concentrations of low income families. "Educational deprivation" was defined as applying to those children and youth who are not living up to some reasonable expectancy, academic or behavioral, and includes the handicapped child. In Wisconsin, then, school districts have a means of developing and extending their local provisions and services for the mentally retarded by using portions of their allocations specifically for these purposes. State policy permits the joint use of state (70%) and federal (30%) support monies to initiate and extend programs and services for the retarded of preschool and school age. Or, depending upon local priorities and the determination of needs, the local school district may utilize federal monies alone on a 100% basis to develop services for the retarded. Regardless of the source of support funds, local districts are required to adhere to the policies, procedures, and certification standards outlined in this manual in establishing special classes and programs for the mentally retarded. Local administrators seeking information and consultation relative to programing for the retarded under Title I of 89-10 should seek joint assistance from the Program Administrator of Title I in the Division of Instruction and Curriculum and the Special Education Supervisor in the Bureau for Handicapped Children assigned to that district for supervisory purposes.

Title II of 89-10 is complementary to Title I, recognizing that teaching and learning today depend upon effective school library materials, high quality up-to-date textbooks, and a variety of other instructional resources. These resources available from Title II can possibly be best utilized for special education by coordinated planning with the administration at the local school level to assure that the latest quality material and equipment specific to the education of the handicapped are planned for and provided. Local directors and coordinators of special education seeking assistance in this area should contact the Program Administrator of Title II in the Division of Instruction and Curriculum.

Title III of 89-10 was designed to provide innovative and exemplary thrusts to public education through the provision of supplementary educational centers and services. The usual time lag for application and implementation of the findings of basic research into the educational setting was to be reduced through innovative and creative projects developed at the local district and cooperative educational service agency levels. Project applications may focus upon the handicapped child, and during the first year of operation several operational and planning projects included handicapped children as a major program focus. In submitting proposals, districts and CESA agencies need to consider such program elements as innovation, field testing, demonstration, evaluation, and dissemination of results. Local educational agencies should use the guidelines and application forms for Title III (PACE) furnished by the U. S. Office of Education and available from the Program Administrator of Title III in the Department of Public Instruction. Bureau consultants are available as resource personnel in planning project applications under Title III at the local level.

Title V of 89-10 was designed to strengthen the leadership capabilities of state departments of education. A substantial sum of money was authorized for the development, improvement, or expansion of a variety of programs and projects designed to improve the effectiveness of operation of state education agencies. Two types of grants are authorized: basic grants and special project grants. Provision is also made for an interchange of personnel between the U.S. Office of Education and state educational agencies. During the first year of operation under Title V, the Bureau was authorized to employ a Coordinator of Special Education Research and supporting clerical staff. The basic objectives of this new staff position include the stimulation of state staff to explore research possibilities in special education and to consult with and assist local districts in their applied research and evaluation efforts in this same area. This staff consultant serves as the Bureau's liaison representative with the various research sections in the U. S. Office of Education and other federal agencies concerned with exceptional children and youth. Districts, county handicapped children's education boards, and cooperative educational service agency desirous of consultation on the problems of research design, statistical analysis, and evaluative technique may contact the Bureau's Coordinator of Research Programs for assistance with their problems.

Title VI-ESEA of 1965

Continuing congressional interest in exceptional children is perhaps best demonstrated in the activities of the 89th Congress, 2nd Session, which added a new Title VI to the Elementary and Secondary Education Act of 1965 providing earmarked funds for the education of the handicapped. Now known as Public Law 85-970, Title VI authorizes the U. S. Commissioner of Education to make grants to the states for the purpose of assisting in the initiation, expansion, and improvement of programs and projects for the educa- of handicapped children at the preschool, elementary, and secondary school levels.

Because of its far reaching implications and the anticipated impact Title VI will have upon the local and state programs and services for the mentally retarded, the legislation is reproduced in its entirety in Appendix F.

Highlights of this legislation are: (1) the specific allotments of funds to the states for planning and administrative purposes; (2) the allocation of funds ,to local school districts for programs in all areas of special education; (3) the establishment of a National Advisory Committee on Handicapped Children; and (4) the establishment of a Bureau for Education and Training of the Handicapped within the U. S. Office of Education on a comparable level with elementary, secondary, and higher education. For further specifics and assistance in developing local plans for utilizing Title VI monies in the area of mental retardation, school administrators, directors, and coordinators of special education should consult the Bureau's Coordinator of Special Education or the Program Administrator of the section on mental retardation services. If a Program Administrator of Title VI is eventually appointed, this staff person will be the initial contact for program assistance.

As this publication goes to press, federal intervention and activity in general education and in special education is no longer a debatable issue. It is an accomplished fact. The very complexity of the extent and comprehensiveness of federal intervention has required a modification and more refined re-examination of the nature of federal-state-local relations in special education. The previous review of the federal government's participation in public education's programs for handicapped children was limited to the area of the mentally retarded. A much greater extensive delineation of federal activities in other realms of special education and/or general education would be possible but is beyond the scope and intent of this current manual. It should suffice to state that this multiplicity of federal intervention has extended the U. S. Office of Education's role to many diverse areas never conceived as even feasible during its era of statistical reporting. State supervisors are utilized as consultants to the Office of Education on national advisory, screening, and evaluation committees. State consultants are employed to help in planning U.S.O.E. guidelines and procedural manuals designed to direct state and local educational agencies in their development and implementation of federal resources. Federal personnel guide state and local school districts in their research and pilot demonstration endeavors and consult with state agencies on the effectiveness of their state level operations. In summary, federal-state relations have attained a new high in the interaction process, and the education of handicapped children and youth has become a vital mutual concern of both agencies in the sixties.

Public Law 88-164

Public Law 88-164 was enacted by Congress in October, 1963. Title III is administered by the U.S. Office of Education. It gives the Commissioner responsibility for the administration of a program of grants-in-aid for the training of personnel needed to educate handicapped children, and for a program of research and demonstration projects in this area.

This law refers to the "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education."

The legislation amends Public Law 85-926 enacted in 1958 which authorized grants to state educational agencies to assist them in the training of leadership personnel. Benefits have been extended to include grants for training teachers and supervisors of teachers of handicapped children along with other specialized and research personnel for work in this area.

Purpose of the Program

The purpose of this program is to encourage the expansion of teaching in the education of handicapped children through grants to colleges and universities and State educational agencies to prepare promising persons for positions as:

1. Teachers of handicapped children
2. Instructors in college and university programs for the preparation of teachers of handicapped children
3. Supervisors of teachers of handicapped children
4. Speech correctionists
5. Research workers in the education of handicapped children
6. Other specialists providing special services in the education of handicapped children

Types of Grants

Senior-Year Undergraduate Program

Traineeship grants are for full-time senior year undergraduate study with major program emphasis in one of the areas of handicapped children specified in the Act.

A traineeship awarded under this program shall be for a period of one academic year beginning with the fall term. An individual may be awarded only one traineeship under this program.

Each traineeship recipient shall receive a stipend of $1,600. and pay no tuition or fees. No allowance is paid for dependents.

Graduate Fellowships

Fellowship grants are for full-time graduate study with major program emphasis in one of the areas of handicapped children specified in the Act.

Fellowships are awarded for full-time study for an academic year or full calendar year commencing with the fall quarter, semester, or tri-semester.

A fellowship recipient pays no tuition or fees and receives a stipend of $2,000 for the first academic year of study, $2,400 for the second, and $2,800 for the third and fourth academic years. There is an additional allowance of $600 for each dependent.

Short-Term Traineeships

Short-term traineeship grants are of two types: 1) full-time summer session traineeships; and 2) special study institute traineeships.

1. Full-Time Summer Session Traineeships are for undergraduate or graduate full-time study during a college or university summer session in one of the areas of handicapped children specified in the Act.
2. Special Study Institute Traineeships are for participation in a special study institute designed to advance the knowledge

> and skills of the participants in one of the areas of handicapped children specified in the Act.

Each short-term traineeship recipient shall receive a stipend of $15 a day with a maximum of $75 a week.

Supporting Grants

Partially to support the cost of training and study for a trainee, fellow, and short-term trainee, the participating institution or state educational agency shall receive:

- **Traineeship — $2,000**
- **Fellowship — $2,500**
- **Short-Term Traineeship:**
  - **Full-Time Summer Session — $75 a week**
  - **Special Study Institutes — Program Support**

Tuition and fees are covered by the supporting grant and may not be charged to an individual holding a traineeship, fellowship, or short-term traineeship.

Stimulation Grants

Stimulation grants are available to institutions of higher learning to aid in the development and/or expansion of a program for training professional personnel in an area of the handicapped. Such grants will be for a one-year period of time and cannot exceed the amount of $20,000. An institution may receive no more than two stimulation grants for the improvement of one area of the handicapped.

Where to Apply

Individuals interested in applying for benefits under this Act should inquire at their State educational agency or at the college or university they wish to attend to determine whether it is participating in this program.

Specific instructions on how to apply for grants-in-aid under P.L. 85-926, as amended, may be requested by writing to: Program Administrator, P.L. 88-164, Bureau for Handicapped Children, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703.

State Statutory Provisions

Wisconsin's school districts and counties have several enabling statutory provisions permitting the organization and development of public school classes for the mentally retarded. First, permissive authority to operate such services exists under Section 41.01 (1). Secondly, a sum sufficient biennial appropriation is authorized by the legislature allowing for special aids to be allotted local school districts and counties that use the aforementioned permissive enabling provisions under Sections 41.03 and 20.650 (20) of the statutes. These public school services and classes, therefore, are basically a local community responsibility undergirded by substantial state financial support amounting to 70% of the approved instructional costs of the programs.

Section 41.01 (1) of the Wisconsin statutes reads as follows:

> Upon application by a district board of any school district, any cooperative educational service agency, the board of education of any city, or the handicapped children's education board of any county upon authorization of the county board, the state superintendent may upon the basis of need and the availability of sufficient funds authorize such co-operative educational service agency, school district board, board of education or county handicapped children's education board to establish, maintain and discontinue classes, to employ qualified full-time senior co-ordinators of special education, senior school social workers and school psychologists, and provide special physical and occupational therapy services and instructional centers for each of the various types of handicapped children, including special classes and instructional centers for mentally handicapped children having an intelligence quotient of 35 to 50.

Special classes represent a direct expression of community recognition of special needs and a fulfillment of local responsibility in providing for the uniqueness of individuals within that local community. A *community* in this sense may be operationally defined as a local school district, a group of school districts, a county, or a regional area employing the services of a Cooperative Educational Service Agency. The initiative in establishing a class, and the primary responsibility for operating it, rests with the local community. This is in accordance with Wisconsin's traditional principle of state powers delegated to local responsibility and self-determination.

State aids for day schools for the mentally retarded are stipulated in 41.03 (1) and in 41.01 (1r) (g) which are cited below:

> If upon the receipt of the report provided for in s. 41.01 (3), the state superintendent is satisfied that the school, class, special occupational and physical therapy services, instructional center or service has been maintained during the preceding year in accordance with the statutes, he shall certify to the department of administration in favor of each of the counties, co-operative educational service agencies, and school districts maintaining such schools or classes a sum equal to the amount expended by each board during the preceding year for salaries of qualified personnel, maintenance and transportation of pupils residing within the state and attending such schools or classes, special books and special equipment prepared or designed for instruction in such schools or classes, and such other expenses as are approved by the state superintendent. For co-ordinators, school psychologists and social workers providing consultative or supervisory services, the state superintendent shall certify a sum equal to 70% of the salaries of such personnel. When transportation is not furnished to non-resident, handicapped children included in this section, by the districts maintaining the special classes, the school districts in which the child resides shall provide transportation for the handicapped children residing therein. When such transportation has been approved in advance by the state superintendent through the Bureau for Handicapped Children, he shall certify the full amounts for such transportation to the department of administration because of such transportation and the department of administration shall thereupon draw its warrant for such full amount in favor of such school district on funds provided for in s. 20.650 (20).

(g) State Aids. The handicapped children's education board is hereby authorized to apply for and receive the state aids for the transportation, lodging, treatment and instruction of handicapped children attending such classes and centers; and the handicapped children's education board shall make application for such aids as provided in ss. 40.56 (3) and 41.03. All state aids shall be paid the county treasurer and credited to the fund of the handicapped children's education board.

Reimbursement in the form of state aids is made only to public school districts and county handicapped children's education boards or indirectly to them through the CESA agency. Private and parochial schools, hospitals, and other agencies who instruct mentally retarded children may not be reimbursed under this school code. Section 41.03 (1) above describes the means of disbursing state aid to school districts operating approved special classes for children with retarded mental development. In this section provision for reimbursement is made on the following items: (1) salaries of qualified teachers; (2) transportation; (3) special books and special instructional equipment; and (4) such other expenses as shall be approved by the state superintendent. An interpretation of these "approved items for reimbursement" is given in a later section on state aids.

The legislature has also provided that the special education services be a part of and not separate from the regular school program. These services are intended to be an integral aspect of the total school program and are construed as necessarily essential to complement the basic foundational program as do music, art, physical education, or remedial reading services.

In summary, then, the basis for the establishment of classes for the mentally retarded is local initiative with state stimulation and financial support.

Establishing Services

The State Superintendent of Public Instruction under the authority provided him in Section 41.01 of the school code may recognize any one or more of the following local administrative plans for organizing facilities and programs for the mentally retarded:

1. Each board of education may establish a class and employ a qualified teacher.
2. Each board of education may arrange with another board to send eligible retarded children to a special class in the latter district under Section 41.01 (5).
3. Two or more boards of education may, by agreement, provide joint services or facilities under Section 66.30.
4. County Handicapped Children's Education Boards may, with the authorization of the county board, request the approval of a program to be established under the supervision of a qualified supervisor or coordinator of special education employed or contracted for by the CHCEB under Section 41.01 (1).
5. One or more school districts not previously under the jurisdiction of the former county superintendent of schools may formally elect to participate in a countywide service for the retarded under the County Handicapped Children's Education Board, pursuant to Section 41.01 (1m).
6. School districts or County Handicapped Children's Education Boards may contract with Cooperative Educational Service Agencies for the administration, operation, and/or supervision of programs and services for the mentally retarded under Section 41.01 (1).
7. Whenever it is impractical to establish a class or to transport a retarded child to a class because of severe physical and/or emotional disablement, a board of education *may* provide individual homebound instruction or training at home (or in a school or other facility) under Section 41.01 (9a).

The following administrative procedures have been used in planning for and establishing district and county operated special classes. School administrators should be guided by the following sequence of activities:

1. The representative of the Bureau who has the particular area under his immediate supervision assumes responsibility for the orientation of the superintendent's or coordinator's central office staff to the values, limitations, and administrative principles of special class services to retarded children. A bibliography of professional publications in this area is discussed and departmental publications are made available to the administrative staff. Visitations to representative special classes in other areas are also encouraged in order that the actual operation of a special class may be viewed.
2. Informational meetings are conducted within the school district or the county with all types of lay and professional groups concerned with the care and education of retarded children in order to gain their understanding, support, and cooperation.
3. A survey of need is made in cooperation with staff members of the Bureau for Handicapped Children.
   a. Group tests of intelligence and achievement should be administered locally. Teachers' opinions, principals' evaluations, and parental requests are considered an integral part of this screening process.
   b. Initially, children with low scores on group intelligence tests (below I.Q. of 80) should be referred to local or CESA employed school psychologists for comprehensive individual evaluations. After the initial screening local districts may consider individual evaluations of high borderline cases (below I.Q. of 85) if an insufficient number of cases are identified to warrant establishment of a unit. Qualified psychologists are available from the Bureau for Handicapped Children in the event that psychological personnel are unavailable to the area considering special class programing.
   c. Following each complete individual psychological examination, the findings should be interpreted to the child's family by the psychologist and the parents given counsel and assistance in arriving at a decision regarding the desirability of special class placement. In some instances the psychological evaluation of the child will indicate that he is above or below the statutory intellectual limits and state criteria for special class services, so promises or guarantees of service should never be made prior to psychological examinations. Copies of psychological reports on all children recommended for special education serv-

ices must be transmitted to the local administrator and the Bureau at this time.

  d. In large reorganized districts, counties, and CESA areas participating in surveys, a spot map should be developed to show the type and distribution of retarded children in need of special class services. In this manner the survey reveals the number of eligible children in the educable or trainable categories and the data may be used in determining which group programs need development.
  e. The assessment of special education needs is culminated by having the state supervisory staff react to the survey data findings and furnish the local school administrator and his board with a written analysis incorporating pertinent recommendations relative to these findings.

4. If the need for a specific program is demonstrated, the school board, County Handicapped Children's Education Board or a group of school boards through their CESA agency can elect to establish a class. Bureau supervisors are available for discussion of the possibilities of special class services with members of these groups. A proposed budget is submitted by the school administration at this time and is discussed with the Bureau supervisor, so that an accurate estimate of anticipated state support can be ascertained.
5. If the Board authorizes a special class and elects to make an adequate appropriation, the school administrator's next responsibility is to locate an adequate classroom which may be legally used to house this special service. The Bureau supervisor must approve of the proposed facility and in some instances the building supervisors of the state superintendent's staff evaluate the building space and physical quarters, making recommendations necessary for modifications. In county programs, a rental is paid by the county board to the local district for use of the classroom. This expenditure cannot be reimbursed by the state. The next section discusses the criteria for physical facilities, special books and special equipment.
6. The school administrator next attempts to secure the fully qualified teacher from one of the teacher training institutions in the state. Because of the dearth of qualified teachers, it is often necessary to find an especially competent regular teacher who has demonstrated an appropriate professional attitude and reasonable competence in modifying her program for the occasional retarded enrollee, and who is willing to take additional training during ing a series of summer sessions. The usual practice has been for school boards to grant salary increments to cover at least a portion of the cost for further summer school attendance and/or in recognition of advanced professional training.
7. After securing public financial and community support, an adequate physical plant, and a competent qualified teacher, the school administrator submits a plan of service to the Bureau for Handicapped Children for approval. This plan includes operating details, anticipated expenditures, and other pertinent data. Since the State Superintendent's approval of the Plan of Service assures the operating district of later participation in state aids, a special class should not begin operation without this *prior* approval. A copy of the board's minutes or portions thereof electing to establish a special class service and to adhere to the plan of service should accompany the *initial* plan of service. The Annual Plan of Service is a contractual arrangement between the operating district and the state and its submission signifies an intent to operate the program under the standards established by the state agency.
8. The operating agency must budget the first year out of local funds, the state's share of the cost being reimbursed in the fall following the school year in which the class was initially in operation.
9. A financial statement of costs must be submitted at the end of each school year in which the class is in operation. This forms the final basis for reimbursement. Local approved claims are reimbursed at 70% since this is a guaranteed sum sufficient type of state aids program.

Factors which should be considered by the operating school district or agency in establishing special class services for the mentally retarded include the following (see respective sections for more complete details):

1. Adequate evidence of eligibility of retarded children
2. Adequate housing and building facilities
3. Procurement of a qualified teacher
4. Provision for qualified local special education supervision
5. Provision for participation of eligible nonresident retarded children when identified
6. Adequate special teaching materials and media
7. An adequate plan for parent-school cooperation
8. Provision for orientation of the general teaching staff and the community to the objectives of the service
9. Provision for re-evaluation of special class enrollees upon teacher request or at least every third year.

Eligibility of Pupils

The Wisconsin Constitution provides that the schools "shall be free and without charge for tuition to all children between ages of four and twenty years". The age range over which the parent is compelled to send the child is from the beginning of the school year after he becomes seven years old until the end of the school year in which he becomes sixteen. (Sec. 40.77) By 1970 this age range will be extended to eighteen.

This constitutional mandate and the compulsory school attendance statute have particular relevance when considering provisions for retarded children and youth. Mental retardation is a significant problem in the State of Wisconsin. In 1967 between 94,000 and 120,000 individuals were estimated to be mentally retarded. 18,600 potential retarded children and youth in the school age range were considered to comprise a portion of the above-mentioned estimate. Yet only 13,542 retarded pupils were receiving appropriate special education services in 972 special classes during the school year 1966-67.

Members of the Comprehensive Mental Health and Mental Retardation Planning group, funded through federal resources, grappled with the issue of the relationship of the constitutional mandate and public school responsibility in the realm of mental retardation. In their final report[1] this positional statement was taken on this issue:

> Degree of responsibility is a basic issue in the school's role. It is suggested that public schools assume greater responsibility for planning and programing with community agencies for *moderate, mild, and borderline levels of mental retardation.* This would span the period from the pre-primary phase (age 4) through the secondary, vocational, and work adjustment phase (age 20). The public schools should also consider extending consultative services to programs for the severely retarded (p. 46).

Within this conceptual framework and under the statutes the Bureau for Handicapped Children has been given the responsibility for establishing standards of eligibility for participation of borderline, mild, and moderately retarded children in special classes and programs. The eligibility of pupils must be determined by qualified school psychometrists and/or psychologists approved by the state superintendent of public instruction. Local area psychometrists and psychologists are acting as an arm of the state superintendent in examining potential enrollees and are charged with the responsibility of adhering to the criteria of eligibility established by the Bureau for Handicapped Children. For this reason *prior approval* of all pupils considered as special education program candidates is required by the Bureau.

Sufficient evidence that the child is mentally retarded and requires special services is the essential basis of eligibility for service. It should be borne in mind that these types of special services provide for children of the educable (50-55 to 80-84 I.Q.) and trainable (30-35 to 50-55 I.Q.) levels, and that these services are neither designed nor appropriate for the custodial (severe and profound levels), or those children whose major problem is one of emotional disturbance, achievement lag, remedial reading, and so forth. New programing possibilities for the emotionally disturbed or the "special learning disability" cases under state auspices, or for the slow learner, the culturally and/or educationally disadvantaged under the Elementary and Secondary Act of 1965, precludes the necessity of considering cases manifesting these problems within special classes for the mentally retarded.

Continuing within this conceptual model, Bureau personnel have elected to utilize the operational definition of mental retardation, the classification system, and the terminology adopted by the Nomenclature Committee of the American Association on Mental Deficiency in 1961[1]. This nomenclature and classificatory schemata is shown in Figure 3 below.

Definition: mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior.

Figure 3

Fifth Revision of A.A.M.D. Terminology and Classification in Mental Retardation

Levels of Measured Intelligence

Terminology	Level of Deviation in Measured Intelligence	Range in Standard Deviation Units	Corresponding Range in IQ Scores for Tests with S.D. of 15
	+5	+5.00	>175
	+4	+4.01 to +5.00	161-175
	+3	+3.01 to +4.00	146-160
	+2	+2.01 to +3.00	131-145
	+1	+1.01 to +2.00	116-130
No Retardation	0	+1.00 to −1.00	85-115
Borderline	−1	−1.01 to −2.00	70-84
Mild	−2	−2.01 to −3.00	55-69
Moderate	−3	−3.01 to −4.00	40-54
Severe	−4	−4.01 to −5.00	25-39
Profound	−5	−5.00	<25

*State Department policy requires **prior approval** and a definitive statement of need on all pupils functioning above 80 I.Q. before placement in special education is facilitated.

It will be noted by reference to the definition that two conditions, (1) sub-average general intellectual functioning and (2) impairment in adaptive behavior, are necessary for a diagnosis of mental retardation. The measured intelligence classification system meets the requirements of the first condition. In Figure 4 the various levels of adaptive behavior are specified:

Figure 4

Levels of Retardation in Adaptive Behavior

Terminology	Level Corresponding to Measured Intelligence Levels
Mild	−I
Moderate	−II
Severe	−III
Profound	−IV

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[1] *Guidelines for Action.* Final Report of Wisconsin's Comprehensive Mental Health and Mental Retardation Planning Program, Madison: State Department of Public Welfare, Division of Mental Hygiene, 1965.

For a more descriptive and behavioral depiction of the various levels of adaptive behavior reference to Figure 5 is indicated:

Figure 5

Levels of Adaptive Behavior[1]

	Pre-School Age 0-5 Maturation and Development	School-Age 6-20 Training and Education	Adult 21+ Social and Vocational Adequacy
Level IV **profound**	Gross retardation; minimal capacity for functioning in sensori-motor areas; needs nursing care.	Some motor development present; cannot profit from training in self-help; needs total care.	Some motor and speech development; totally incapable of self-maintenance; needs complete care and supervision.
Level III **severe**	Poor motor development; speech is minimal; generally unable to profit from training in self-help; little or no communication skills.	Can talk or learn to communicate; can be trained in elemental health habits; cannot learn functional academic skills; profits from systematic habit training ("Trainable").	Can contribute partially to self-support under complete supervision; can develop self-protection skills to a minimal useful level in controlled environment.
Level II **moderate**	Can talk or learn to communicate; poor social awareness; fair motor development; may profit from self-help; can be managed with moderate supervision.	Can learn functional academic skills to approximately 4th grade level by late teens if given special education ("Educable").	Capable of self-maintenance in unskilled or semi-skilled occupations; needs supervision and guidance when under mild social or economic stress.
Level I **mild**	Can develop social and communication skills; minimal retardation in sensori-motor areas; rarely distinguished from normal until late age.	Can learn academic skills to approximately 6th grade level by late teens. Cannot learn general high school subjects. Needs special education particularly at secondary school age levels ("Educable").	Capable of social and vocational adequacy with proper education and training. Frequently needs supervision and guidance under serious social or economic stress.

Utilization of the two dimensions in the diagnosis of mental retardation, sub-average general intellectual functioning and impairment in adaptive behavior, permits a more comprehensive assessment of pupil competencies. It further interjects a more positive and hopeful connotation into the total diagnostic and educational procedures, since some individuals may meet the conditions at some stage of their life span but not at others. This is particularly in evidence with the borderline group of educable retardates who frequently come from culturally and educationally deprived home situations.

This psychodiagnostic situation for determining eligibility for special education services demands that the evidence be as completely objective and inclusive as possible. Scores on competently administered individual mental tests, educational achievement measures, social maturity inventories, and past school history are considered basic criteria. In addition, these data should be supplemented with medical, social casework, and in some instances, psychiatric findings. For some more physically disabled mentally retarded pupils, single measurements will not suffice, and the sampling "cafeteria approach" may need to be utilized in assessing pupil strengths and weaknesses. Where multiple handicaps exist, appropriate verbal and non-verbal psychometric instruments are required to avoid misdiagnosis and penalization of pupils. The facts of educational retardation remain the prerogative and determination of school principals and teachers.

To guarantee the mentally retarded child the proper educational treatment for his particular disability, the following pre-entrance examinations are recommended:

1. Battery of achievement and diagnostic tests in basic school subjects administered by local school personnel
2. Individual intelligence examinations (including both verbal and non-verbal tests)
3. Individual psycholinguistic measures to assess overall language development and specific areas of strength and weakness
4. Audiometric tests. (Since Wisconsin has a statewide audiometric testing program and otological clinics, this regulation can easily be met)
5. Vision tests (including examination by an opthalmologist, if necessary)
6. General physical examination
7. Neurological and psychiatric examination (if indicated by psychological or physical examination)
8. Social case-work study

In summary, for purposes of *school* classification, the following terminology has been adopted to describe and encompass the various degrees of mental retardation:

1. Educable (includes the borderline and mildly retarded)

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[1] Sloan, W. and Birch, J. A., Rationale for Degrees of Retardation. *American Journal of Mental Deficiency*, 1955, 60, 258-259.

2. Trainable (includes the moderately retarded)
3. Intelligible (includes the severely and profoundly retarded)

These characterizations are, of course, only approximate and are intended to describe a general rate of growth and a potential to profit from the *existing* special education curricula of the trainable and educable programs. The school designations are derived from the compilation and competent analysis of all of the data described in the preceding paragraphs.

General Criteria For Eligibility

The general criteria of eligibility for special education services are an outgrowth of statutory stipulations and the conceptual model of mental retardation encompassing the constructs of subnormal measured intelligence and impairment in adaptive behavior. Supplementary dysfunctions within the sensori-motor or personal-social areas may or may not influence the general determination of eligibility.

In most instances, eligible educable pupils fall between 50 and 80 I.Q. and trainable pupils between 35 and 50 I.Q. on a variety of individual intelligence tests, both verbal and non-verbal. Occasionally pupils testing at the extremes of these ranges are admitted upon a special approval basis, since rigidity in classification or in actual classroom administration is undesirable. The A.A.M.D. nomenclature system provides a sound and scientific rationale for this flexibility at the extremes of the retardation continuum. It must be emphasized, however, that these special cases are to be construed as limited exceptions to the rule rather than a large additional category. It is extremely unlikely that current administrative special class arrangements which include mild and borderline level educable retardates, for example, are the most appropriate school facility for the large majority of "slow learners" who require a developmental curriculum geared to a relatively more rapid rate of intellectual advancement.

Thus, when Bureau approval for placement is given for the more limited number in the *upper* severely retarded or *borderline* range, it must be based upon comprehensive evaluations which suggest likenesses in mental, social, and educational functioning to those in the more general ranges of mental retardation found in special classes. In these instances, it must be reiterated that *prior approval* is to be obtained from the Bureau *before* placement is made. Approval is ordinarily obtained through the submission of a definitive supportive statement of need by local supervisors or coordinators of special education. Failure to follow this procedure or the criteria established for eligibility will place the school district in jeopardy of losing individual state aids if the pupil were to be subsequently declared ineligible.

In determining special eligibility the Bureau takes into consideration a number of factors:

1. Whether all identified *resident* mentally retarded pupils within the district or county are being served.
2. Whether all identified *non-resident* mentally retarded pupils within the broader regional area are benefiting from special education services. State aids paids to districts come from local taxes levied on *both* the district sponsoring the programs as well as from surrounding areas not necessarily included within the school district territory.
3. The severity of academic retardation (in borderline cases) or the docility and amenability to adult control, direction, and instruction (in questionable severe level cases). Cases bordering on the moderate level of retardation obviously are enrolled on a *trial* basis and their response to the classroom setting and instructional program is construed as one aspect of the total evaluation of eligibility. Borderline cases above the typical retarded range also are enrolled on a *trial* basis providing the individual unit is already serving the minimum number (10) of typical mentally retarded pupils.
4. Whether there has been an annual reassessment of the need for continued special education attendance in special approval cases.

It is necessary to reiterate that statutory authority and responsibility has been placed with the Bureau to encourage and oversee that established programs serve mentally, emotionally, and physically handicapped pupils. This state authority is then delegated to local school districts and it is expected that the local areas will adhere to the general eligibility criteria. In their desire to enable all children to achieve to their maximum potential, local districts, administrators, supervisors, and principals should not confuse this commendable purpose with the specified objectives of education for the handicapped child. Other administrative arrangements and provisions may be required in programing for those pupils whose major problem is not mental retardation. Special classes for the retarded cannot be all things to all people.

Trial Placements and Continued Child Study

Throughout the diagnostic and evaluative phase of eligibility determination, the child study approach should be dominant. The major objective should be a more comprehensive understanding of the nature and degree of the child's disability and of his various strengths and deficits. Many non-intellectual factors can produce a pseudo-mental retardation which would be quite misleading unless the underlying and contributing factors were fully understood. Sensory and motor disabilities, emotional conditioning, overprotection, understimulation, or localized learning disabilities should all be given consideration and ruled out as early as possible.

Since so few of these factors of readiness to profit by education and training are directly measurable, all placements in the special education program should be considered as trial placements. Ordinarily a six week's trial should suffice to determine readiness for school attendance. Where delayed school entrance in cases not ready for group participation is indicated, homebound instruction or Day Care Services may be recommended if the child does not succeed in the initial trial placement. Re-evaluations on a yearly basis should be carried on to determine subsequent readiness in questionable cases.

Parents and teachers must work together closely in developing the specific readinesses which a trial placement suggests are lacking in a child. It is felt that another trial placement should be made when the child has overcome these unreadinesses. By this procedure, it is felt that the maximum of benefit to the child can accrue through the joint efforts of the home and the school.

The following types of handicaps should not be served through this type of class because the program offered will not be suitable to the needs of such children:

1. Children with physical crippling conditions so severe that they are nonambulatory or have insufficient hand coordination for simple manipulations. Since appropriate physical plant modifications and special equipment are not ordinarily found in regular school buildings, physically handicapped children with accompanying mental retardation are usually served in multiple handicapped classes generally located in orthopedic school centers.
2. Children requiring very unusual precautions regarding rest, appliances, medication, or medically oriented treatment which are not possible to administer in the typical retarded class.
3. Children whose non-correctible handicap is primarily either visual or auditory. This is not to preclude the possibility of shared services between the various exceptional disciplines.
4. Severely emotionally disturbed children whose primary psychiatric diagnosis suggests a psychogenic etiology. When clinical impressions suggest impaired learning due to emotional disturbance and average or above average potential, these children should be considered for appropriate classes or services for the disturbed.
5. Children with presumed or diagnosed neurological impairment, aphasoid characteristics, or developmental lag, whose test performances suggest average or above average potential. These pupils should be considered for appropriate classes or services for children with "special language and learning" disorders.

Recognition of the Frequency of Multiple Handicaps

The above-mentioned listing of handicaps not ordinarily served in the typical retarded class does not imply lack of recognition of the scope or complexity of handicapping conditions found in these programs. What is implied is the necessity for school districts and counties to develop specific appropriate services for children whose common likeness is average or above average intellectual functioning. Moreover, there is awareness that mentally retarded children may also have visual, auditory, emotional, developmental, and language disorders. A concomitant of this awareness is the need for the qualified educator of the retarded to possess an armamentarium of special instructional skills and approaches with the multiply disabled retardate.

Special education appears to be moving away from groupings on the basis of a medical model and in the direction of groupings on the basis of observed intellectual, behavioral, and communicative disorders. However, instructional techniques and procedures have not yet reached the point of refinement where a teacher of the retarded can also be expected to be a teacher of the predominantly deaf or the aphasoid child. For this reason national agencies as well as the State Department of Public Instruction are continuing with the medical model for the interim period and are encouraging specific and more appropriate services for children in the other categories.

Beyond this point and under present law, the fact that a child has more than one handicap does not disqualify him for any of the services he needs. Thus, a child who has a personality or social handicap is not disbarred from a class for the mentally retarded per se providing it is shown he is also mentally retarded. But he does not qualify for the service if it is shown that he is a behavior problem only. For a multiple handicap, state reimbursement may be made from more than one fund. This has been a controversial point in many states, but it seems to be the proper interpretation of the present Wisconsin law. As a result, numerous children are receiving more than one type of service, simultaneously or alternately, as needed.

Ineligibility of Pupils

There appears to be general consensus that the public schools do not have a legal responsibility for children with more severe and profound levels of retardation. Support for this contention is reflected in the rapid development of Day Care Services under the auspices of the Department of Public Welfare since the passage of this enabling legislation in 1961. Similarly, parent-group-supported personal activity centers at the community level are a recognition of the public schools' limitations with respect to this more retarded population.

Generally this group has been referred to as the custodial population, although more recent NARC terminology speaks of this group as totally dependent or grossly retarded. The prognosis for this group is quite limited. At best the expected terminal mental age for the most capable individuals in the group is of the order of 4 or 5 years. While not necessarily equivalent in functioning to a 4 or 5 year level child, attainment is rarely beyond the pre-kindergarten or low kindergarten ability level. Total dependence can be indicated for this group in adulthood. For this reason legal responsibility for this group has been assigned to another state agency in Wisconsin.

Legally, the parent or guardian of a child is not required to send him to school if he is "not in proper physical or mental condition" (Sec. 40.77). This is called the *excusal procedure*. In test cases[1] courts have held that a child does not have the inherent right to attend school if he is incapable of learning. The certificate of a reputable physician in general practice is sufficient proof that a child is unable to attend school. Excusing a child from school because of inability to learn is largely based, therefore, on concurrence between school officials, the guardian, and the court. When excusal is based on the recommendations of a qualified school psychologist, official board action must be taken on the recommendation.

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[1] Nicholls v. Mayor and School Committee of Lynn, 7 N.E. Zd 577, 297 Mass. 65. Johnson v. Town of Deerfield (Mass.) 25 F. Supp. 918, 306 U. 6621. Committee v. Johnson, 35 N.E. Zd 801, 309 Mass. 476.

The only other legal procedure in Wisconsin, except graduation or transfer, for dismissing a child from school is by expulsion. This may be used because of "persistent refusal or neglect to obey the rules" and because "the interests of the school demand his expulsion" (Sec. 40.30 (17)). Under the expulsion procedure the board must file notice with the parent or guardian. He then has the privilege of appealing, first to the state superintendent, then to the circuit court. When a child's conduct, because of mental retardation, has been so defective that the interests of the school requires it, the state superintendent has, in a number of cases, concurred with the board in using the expulsion procedure.

Excluding a child from school because of mental retardation carries no implication regarding the type of community resource or custodial care he is to receive. He may be cared for in his own home, in a Day Care Service, or in an institution. This is a matter for the guardian, the county court, or the welfare authorities to decide by legally established procedures. The only delimitation made here is whether or not he is educable or trainable in the public school sense.

Procedures for Exclusion

This matter of unreadiness for school attendance brings up the question of the most desirable method of excusal from school. From a mental health standpoint, this is a serious problem for both the retarded child and his family. Exclusion procedures require tact, objectivity, and consideration of parental feelings in this regard. It has been the experience of Bureau psychologists that an Exclusion Committee working together as a team is the best solution to a difficult situation teeming with latent hostilities.

Therefore, in all cases of exclusion from special classes the following procedures are to be followed:

1. Adequate anecdotal records should be maintained by the special class teacher on a pupil being considered for exclusion. These are helpful in the later interpretation to parents regarding the reasons for excusal.
2. The local supervisor of the special class service shall observe the child on several occasions in the school setting and submit his recommendations to the Bureau supervisor directly responsible for the area in question. This report will include recommendations from:
   a. the special instructor
   b. the building principal
   c. the director or coordinator of special services
3. The Bureau consultant will react to the recommendations of the exclusion committee and make his written report to the local superintendent. In certain cases he will assume the responsibility for observing the child in the special room and confer with members of the exclusion committee prior to submitting his recommendations to the local school superintendent.
4. This procedure involves an interpretation of the decision of the exclusion committee to the parents by the local coordinator of special education and other staff members he may designate. At the time of the parental conference, other community and/or state resources available to provide services to the child will be brought to the attention of the parents.
5. The local board of education having sole power to exclude children from the public schools (Sections 40.30 (17)) shall react to the recommendations of the committee and notify the parents in writing of their decision to exclude the child from school. Otherwise, the child shall not be considered legally excused from school, according to the school code.

Legal and Financial Aspects of State Aids

Statutory Provisions

In order to facilitate and expedite the approving of local claims for the education of mentally retarded children, the Bureau is furnishing school administrators with the following information. Claims are approved or disapproved on the basis of these instructions, therefore, it will assist Bureau personnel materially if the policies relating to reimbursable and non-reimbursable items are carefully observed. Also, the percentage of inaccurate claims will be greatly reduced and many of the delays due to unnecessary correspondence and checking will be eliminated.

Section 41.03 (1) previously cited provides for the reimbursement of funds expended by school districts, Cooperative Educational Service Agencies, and County Handicapped Children's Education Boards. The Bureau's biennial request to the legislature is calculated to provide a pro-rata reimbursement of 70% of the approved costs to operating school districts. Proration in state reimbursement procedures is provided for in Section 41.03 (1). The following guidelines relative to approvable pro-rata and non-pro-rata items should be followed in making claims against the state.

Pro-Rata Items

Salaries of Qualified Teachers

The term "salaries of qualified teachers" is interpreted to mean the salaries paid to full or part-time qualified teachers who possess a current special permit, license, or certificate to teach the mentally retarded and who are teaching the class for which reimbursement is being requested. Fringe benefits should be included in the salary claims for individual teachers. Substitute teachers' daily salaries are considered reimbursable since these additional expenses are unavoidable as the result of illness and other emergencies. Salaries of non-certified personnel providing the usual specialty instruction in art, music, and physical education are non-reimbursable and should not be included on the end-of-year claim unless a specific individual holds a current license to teach the retarded. Salaries of cooks, bus drivers, engineers, and custodians are also non-reimbursable and should be omitted from yearly claims.

Salaries of Assistant Monitors

The term "assistant monitors-special education" refers to non-professional teacher aides employed to assist special educators with their instructional tasks, with clerical duties, and with general housekeeping responsibilities relevant to the programs. These non-professionals must meet the certification requirements established for assistant monitors in special education. These include three years of college *or* three years of experience with children in structured group situations and an age requirement of 20 years or more. In addition, the extended enrollment criteria for individual units discussed in another section must be met by the operating district. Plans for utilization of teacher aides in programs for the mentally retarded should be discussed in advance with Bureau consultants, and prior approval must be obtained on the annual plans of service if state reimbursement is anticipated. The Bureau will not support the use of teacher aides to maintain the existence and increased enrollments of ungraded units or to extend the age span of existing classes.

Special Procedures for Senior High Services

The basis for reimbursement of the qualified teacher's salary at the secondary level is the percentage of instructional time and services devoted to the mentally retarded. This time may be spent in actual academic instruction, in vocationally oriented activities, or in preparation periods for teaching the retarded. Aids cannot be paid for the instruction of regular classes, for independent solicitation of work experience stations, or for preparation for regular class teaching. The following are examples of typical reimbursable programs based upon the usual seven-period day. Any divergence from this type of programing should be discussed with the Bureau's area supervisor prior to the submission of the annual plan of service and initiation of the service.

Seven-period day:

Program A. 5 retarded classes, 1 preparation, *1 regular* class — 100%
Program B. 4 retarded classes, 1 rehabilitation period, 1 preparation, *1 regular* class — 100%
Program C. 3 retarded classes, 2 rehabilitation periods, 1 preparation, *1 regular* class — 100%
Program D. 3 retarded classes, 3 rehabilitation periods, 1 preparation — 100%
Program E. 4 retarded classes, 1 preparation, *2 regular* classes — 80%

In the above illustrations, the rehabilitation periods refer to those work-study phases of the daily program which have an occupational and work adjustment focus and which have been cooperatively developed between the local school district, the Bureau, and the State Vocational Rehabilitation Agency. The programing details of the teacher-counselor type arrangements may be found in the section of this manual which considers upper level programing. Programs A through C would be approved in full even though some regular instruction is included, since the retarded enrollees would also be benefiting from attendance in certain limited elective subjects of a non-academic nature taught by regular instructors. Program E would have its claim prorated at 80%, since a proportionately greater percentage of the special educator's time would be devoted to regular education. Administrative arrangements calling for the utilization of the special educator for more than two periods in regular education would not be encouraged by the Bureau.

Special Books

"Special books" are defined as instructional media designed specifically to meet the needs of the mentally retarded child. In particular, materials of a high interest, low vocabulary level are considered applicable. Claims should not be submitted for books and materials provided for classes of a comparable grade level. Professional texts and journals dealing with the mentally retarded for use in in-service education of teachers and in parental counseling may also be claimed. Newly organized classes may claim up to $200 for the first year of operation. A maximum claim of $100 will be approved for each established on-going class. Reimbursement will be based upon the supervisor's appraisal of need.

Special Instructional Equipment

This term may best be defined as equipment which is not provided in regular classes. It is supplementary equipment required to provide the necessary services for a child because of his handicap. Included in this area are games for teaching and recreational use, arts and crafts materials and tools, and other materials purchased to meet curricular needs of the mentally retarded that are modest in cost and are instructional in nature. Newly organized classes may claim up to $400 for the first year of operation. A maximum claim of $100 will be approved for each established class. Remibursement will be made upon the supervisor's appraisal of need.

Lunches

In regard to lunch costs, reimbursement claims are allowed at the rate of 30¢ per meal served in addition to any federal aids involved. Staff lunches may only be claimed when a staff member is required to supervise the luncheon activities as an integral part of the broad curriculum objectives of self-care and social competency. This implies direct social supervision of the children. No approval is granted for matron or cook services.

Psychometric Services

Psychological testing and evaluation of the retarded are considered essential auxiliary services in terms of early case finding, determination of eligibility, educational diagnosis, placement, continued guidance, and periodic re-evaluation. The majority of the larger school districts are now employing full-time Level II school psychologists whose salaries are reimbursable under the 70% state support plan. In these instances, districts make separate claims for reimbursement and do not request state support under this 3% formula plan. However, where school psychometrists or part-time school psychologists are utilized to provide testing services for the mentally retarded, claims may be made on the basis of the number of retarded units serviced during the school year. In determining the claim for services under this category, school administrators need to determine the salary, or average salaries, of their school psychometrists or part-time school psychologists and apply a percentage figure of 3% per retarded unit in operation to determine the total claim. Thus, a district with 15 units would apply a 45% figure to the salary involved in this example.

For reimbursement consideration a number of additional criteria need to be fulfilled by the applicant district under this state support plan.

1. The school system must employ a qualified psychometrist or part-time psychologist licensed by the Department of Public Instruction. These aids are paid only to employees of boards of education working at least 30% of the time for the district and are not available to employees of other public or private agencies in the community.
2. Re-evaluation of special class enrollees is to be conducted at least once every three years or upon the request of the special class instructor.
3. Individual reports on each child examined and referred for special class placement are to be transmitted to the Bureau prior to placement. These psychological reports should accompany Form 14 MR-5 — Report of Child Considered for Enrollment in Special Services for Retarded.
4. Individual reports of re-evaluation should be submitted to the Bureau as soon as feasible following the examination.

These requirements apply to referral reports from local mental health clinics, hospital clinics, and state operated diagnostic and evaluation services operating under the aegis of other state level agencies. This requirement is essential for the maintenance of a central file on all eligible candidates for school services for the retarded in Wisconsin. A central index permits ready accessibility of case data, easy retrieval of planning, statistical, and research purposes, and provides an available service for school districts in the case of transfers from one community to another.

Others Specially Approved

"Such other expenses as shall be approved by the State Superintendent" is a general clause designed to enable the state superintendent to assist a community in providing services not included in the above enumeration. It also enables him to recognize and meet the specific needs of the mentally retarded as greater understanding and knowledge about their characteristics and needs develops. Under this category such items as lunches and psychometric services have previously been specially approved when a special case for their support was developed. Ordinarily these specially approved items have become incorporated within the total state policy for equitable application throughout the state. If occasions arise when a school administrator feels that a specific expenditure supplements the instructional program for the retarded, his concern should be discussed with the area supervisor. In these cases advance written approval on the Annual Plan of Service, or in an addendum to the plan, must be procured from the area supervisor and the state superintendent for reimbursement under this provision of the law.

Resident Transportation

General transportation aids and special transportation costs for resident retarded children attending special classes and instructional centers in their own district may be claimed as a prorata item. In cases where retarded secondary pupils are transported from school to a community work experience station or sheltered workshop, transportation costs become part of the client services provided by the State Vocational Rehabilitation Agency. The Bureau can support two transportations daily. Therefore, any third transportation costs would need to be assumed by the cooperating state agency. This implies that the final transportation from the work experience station or sheltered workshop to the child's residence would be the second service supported by the Bureau.

Counties providing transportation under S. 41.01 (1r)(f), and school districts transporting children to special classes in another district may have transportation claims approved on a sliding scale basis based on distances from the home to school. After general aids are paid, a 70% prorata approval is applied to the special transportation aid claim. In these instances, preliminary reports of children to be transported are submitted on SE-1 Preliminary Transportation Report Form and are claimed on forms PI-BHC SE-1 and SE-1A at the close of the school year. These transportation claims are not included in the end-of-year annual financial reports submitted on classes operated.

State general transportation aids are paid initially followed by 70% of the remaining costs from special aids for handicapped children providing the actual daily rate does not exceed the following maximum gross daily contract cost:

$1.40 for distance of 0-5 miles
$2.00 for distance of 5.1-10 miles
$2.50 for distance of 10.1-20 miles
$3.00 for distance of 20.1 miles and over

If the maximum rate is exceeded, the county or district of residence requesting approval shall be fiscally responsible for all costs beyond the maximum ceilings. The county or district does not match the general transportation aids. If the actual daily rate is less than the listed maximum, the county or home district requesting reimbursement will receive general transportation aids and 70% of the balance after general aids are transportation aids. If the actual daily rate is less than paid. This same procedure is applied to parochial school pupils being transported to parochial school classes or centers.

Parent Transportation

Parent transportation is handled in the same way as described above except that the parent is contracted with as the carrier. The same sliding scale referred to above which is used to determine county and sending district reimbursements for transportation should be used as a guide in contracting with parent carriers. In situations where parent transportation is used to assist a pupil in getting to a school bus route, that portion of district reimbursement to the parent carrier should be included in the total transportation claim made by the district against the state appropriation.

Section 40.57 requiring compulsory insurance on school buses applies to parent carriers where the parent is transporting children other than members of his family. The statute indicates that no motor vehicle shall be used as a school bus unless a policy of bodily injury and property damage liability insurance, issued by an insurer authorized to transact business in this state, is maintained. The policy shall provide bodily injury liability coverage with limits of not less than $10,000 for each person, and, subject to such limit for each person, total limits as follows: $30,000 for each accident for each such motor vehicle having a seating capacity of 7 passengers or less. Such policy shall also provide property damage liability coverage with a limit of not less than $5,000.

Non Pro-Rata Items

Non-Resident Transportation (Boarding)

In a few select cases it may be necessary to provide transportation service for non-resident pupils boarding within the operating district to enable the child to reach school from the boarding home. Transportation aid from the place of board and lodging to the special class is approved and charged to the general transportation aid. Any supplementation of costs beyond the amount received under general transportation aids shall be charged in full to special transportation aids and this is a *nonpro-rata item,* since the operating district is utilizing its funds to assist a non-resident child. There are no funds available for weekend transportation to and from the child's residence to the boarding home as this would represent a third transportation claim.

Board and Room

Board and room of non-resident retarded pupils requires advance approval of the state superintendent. Board and room approval is granted where daily transportation of the pupil within limits of safety and comfort is not possible. Bureau policy is to discourage boarding home placements of retarded children if at all possible. It is felt that communities should develop their own services rather than rely on boarding home placements. Boarding home placements, then, are used only as a last resort and during the last decade only two or three cases annually are brought to the attention of the Bureau.

Each child remains under the jurisdiction of his own parents and school board in regard to school placement. All arrangements for special class placement will be with their advance knowledge and approval.

Support of board and room costs shall be approved without proration. The operating district shall be reimbursed by the state at the rate of not more than $6 but not to exceed 60% of the cost per week of 5 days for each pupil so boarded and lodged. This support will come from the General Transportation Aids. Where there are special classes the above aids shall be supplemented from the appropriation not to exceed approved costs. School administrators interested in providing board and lodging services should be guided by the Boarding Home Regulations and Policies on file in the Bureau and available from the Child Welfare Consultant.

Tuition

Originally in Wisconsin the school district had the responsibility of paying the tuition for its non-resident retardates attending special classes in another operating district. Tuition charges were later transferred to the town, village, or city of residence in order to provide a broader tax base. Experience had shown that fiscal hardships were encountered when a school district's budget was too small to bear the cost or when the district was financially in distress.

An even broader base had been provided in the case of high school tuition wherein those portions of a county not lying within a high school district had a county levy made against them for high school tuition.

Historically, then, a precedent had been established for transferring tuition for special services to the county as a still broader local base. This was accomplished by the 1957 legislature which amended Section 41.01 (5) of the statutes relating to the manner of charging tuition for handicapped children. 41.01 (5) was amended to read:

> 41.01 (5) Handicapped children residing within the district or outside the district may be admitted to special classes or schools according to standards of eligibility which are determined by the Bureau for Handicapped Children and according to available facilities in each such class or school. In case a disabled child . . . who does not reside in a school district maintaining special classes or schools for children with such disabilities is eligible for special class attendance, he may be admitted as a non-resident pupil. In cases

where the state and local superintendents approve a transfer to an equivalent special class in another district for good reason to serve the best interests of the child, he thereby becomes eligible to attend such class, and the tuition shall be paid by the district of his residence.[1] Otherwise tuition shall be chargeable as provided in this section (to the parents).

In determining the tuition for such handicapped children, the total cost of items reported in accordance with s. 41.03 (1) plus the actual cost of operation and maintenance for each type of handicap less any federal, state and county aids for the education of the handicapped for the preceding year, shall be divided by the total number of children receiving such services. On or before August 1 following the close of the school year, the clerk or secretary of the board of the district shall file with the clerk of the county and the municipality of residence of such nonresident children, a sworn statement of claim against the county, setting forth the residence, name, age, date of entrance and the number of weeks attendance of each such child, and a statement of the amount of tuition to which the district lays claim for each such pupil, and the aggregate sum for tuition due the district from the county.

The county clerk shall examine all such claims for the purpose of determining their accuracy and the legal authority for claiming tuition. For that purpose the county clerk may call upon school or other local officials to supply data which will verify such claims. After examining the claims, the county clerk shall notify the school district clerk of the result of his examination of such claims, and in cases where corrections are necessary, notify the clerk of the school district who shall meet with the county clerk, at the school district's expense, to make such corrections. He shall then apportion the amount thereof, for each type of handicap, on the basis of the ratio of the equalized valuation of that portion of each municipality within the county that lies outside of school districts which operate such classes, and certify that amount to the clerks of said municipalities.

Upon receipt of such tuition claims the respective clerks shall cause the amounts thereof to be spread upon the tax rolls for collection. When the taxes are collected tuition claims shall be paid to the treasurers of the school districts to which they are due by the county treasurers subject to the priority that is given to high school tuitions under s. 74.03 (5). For the purpose of this subsection "municipality" is defined as a town, village, city or county. Whenever such child resides in a district which maintains a special school or class for children with such disabilities and if he attends a special class in another district, his tuition shall, except where the state and local superintendents have approved a transfer, be a charge against the parent or guardian of such pupil. In the case of a crippled child who lives either within the district or outside, the basis for his enrollment in an orthopedic school shall be his need for special school facilities because of his inability to walk or climb stairs or his need for supervision or treatment as provided at such schools. Only children who are mentally able to carry the regular academic course or a special education curriculum shall be admitted to orthopedic schools. (5b) In counties having a population of 500,000 or more the school district of residence shall pay tuition charges for instruction for all types of handicapped children. Tuition charges shall be determined as provided in sub. (5) . . .

Section 40.655 (1) provides for the *state* payment of tuition for retarded children placed in bona fide foster homes and attending special classes in the respective school districts. These claims are submitted at the close of the school year to the Division on Financial Services. For further information on state-paid tuition in these instances inquiries should be made to the assistant superintendent in charge of this division.

In brief review, the conditions regarding tuition are as follows:

1. The fact that a child resides in an area remote from a center for handicapped children does not exclude him from this service. When a school district elects to transport a child to a special service, on the recommendation of a qualified psychologist and/or a qualified psychometrist, and the child is accepted by the operating district, the payment of tuition is mandatory.
2. Tuition shall be chargeable to the county of residence except in those cases governed by Sections 41.01(5b) or 41.01(5) wherein the state and local superintendents have approved a transfer to an *equivalent* special class in another district for good reason to serve the best interests of the child. In these latter cases the school districts pay the tuition costs and it is conceivable that a county could be the school district when the county is already providing this special class service.

3 Costs to be used when computing school tuition are as follows: Salaries of qualified teachers, maintenance, special books, special equipment and such other expenses as are approved by the state superintendent. In addition (Section 41.01(5)), actual cost of operation and maintenance shall be included.

4. There shall be deducted from these totals the sum of state, county and federal aids from previous years. New units have ordinarily anticipated these aids in order to keep the tuition charges at a reasonable level. General per capita aids should be be credited in these tuition computations.
5. The amount remaining after these computations shall be divided by the total number of children receiving the services (A.D.M. is used here). This is the amount chargeable as tuition.
6. On or before August 1, following the close of the school year, the clerk or secretary of the board of the operating district shall file a tuition claim with the clerk of the county and the municipality of residence (for verification of the child's residence for school purposes) of such non-resident children pursuant to 41.01(5), or with the school district in the case of an equivalent special class.

Non-Reimbursable Items

The following items are examples of items which are considered as capital outlay, operation, and fixed charges and are nonreimbursable. While these items are not allowable under 41.03 for aids purposes, some of these items can be included in the approved tuition formula that is being used by Wisconsin school districts in calculating tuition for handicapped children. School administrators should not include these items among the claims made on the Annual Financial Reports submitted annually on July 15.

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[1] (Editor's note: This may be the county of residence.)

I. Operational
  A. Janitor's and engineer's salary
  B. Fuel
  C. Water, light, and power
  D. Federal taxes, Social Security, Blue Cross, and pensions, etc.
  E. Janitor's supplies and freight and express charges
  F. Standard textbooks
  G. Stationery and supplies
  H. Teacher travel expenses
  I. Charges for service of general administrator and/or supervisor
II. Maintenance Costs
  A. Room renovations
III. Debt Retirement
IV. Capital Outlay
  A. Desks
  B. Tables
  C. Chairs
  D. Bookcases
  E. Filing cabinets
  F. Sink
  G. Lavatory
  H. Bulletin board and chalkboard

Certification Standards for Teachers of The Retarded

Current certification standards are based on the philosophy that the special educator should possess a broad cultural and liberal arts background, an understanding of the developmental characteristics of children, knowledge of learning theory and its application to the handicapped, an orientation to the problems of all types of exceptional children, and specific preparation to meet the individual needs of handicapped children with common learning and behavioral defects. They should also have psychodiagnostic skills which permit them to assess the specific strengths and weaknesses of individual pupils, group pupils on the basis of these deficiencies, and apply clinical teaching procedures to individual and small group situations in order to alleviate or improve specific areas of deficit.

Cultural Background

Persons preparing to be teachers of retarded children and youth must meet the general state requirement of a baccalaureate degree with a pattern approved for college or university of attendance in general education and professional education. Teachers holding a life certificate in another area of teaching must satisfy the requirements specified below for regular licensing and must also satisfy the requirement for a bachelor's degree if they do not hold a life certificate.

Under exceptional circumstances, and on the written request of the employing school administrator, a one-year *special* license may be issued to experienced teachers who have not fully completed the requirements listed here. However, the applicant must hold at least senior level status (or 88 undergraduate credits) in order to be considered for one-year provisional licensure. Upon completion of the course requirements and the degree, the candidate becomes eligible for a 3-year license. On satisfactory completion of three years of successful teaching in the specialty area, the 3-year license may be converted to a life license or certificate.

Teachers who are fully qualified to hold a Wisconsin license to teach mentally retarded children in grades 1 to 8 or 4 to 8 may have their licenses extended to cover grades 9 to 12. Added requirements will be a course in *adolescent psychology* and a reasonable pattern of course work in the subject areas to be taught, such pattern to be evaluated by the school administrator and the state superintendent.

Teachers of both educable and trainable retarded are required to meet basic state certification standards. Degree holding and teachers holding an unlimited life license in the area of mental retardation are to receive preference over non-degree teachers. When one-year special licenses are requested by the employing administrator, the prospective candidate must have completed a minimum of 12 credit hours from Sections C and D of the standards prior to beginning teaching in this field. For licensure renewal, the candidate must provide evidence of having removed six additional hours of deficiencies on a yearly basis. Non-degree personnel who are also working to complete their degree should do so on an alternating yearly basis completing six hours of special education work one year and six hours towards their degree the following year.

At the present time, state certification standards do not differentiate between teachers of the trainable, elementary educable, and secondary educable retarded. Therefore, training institutions and student advisors should carefully assess the candidate's level of interest and provide appropriate differentiated training sequences for the trainee. The candidate who is attempting to meet state certification standards also has a responsibility to select appropriate curricula, methodology, and internship experiences in order that a differentiation in training levels may be effected.

General Professional Training

The child with a handicap is basically similar to the non-handicapped child except for a defect or limitation in the intellectual, physical, communicative, sensory, or social areas. Therefore, the course sequence for the training of teachers of handicapped children should provide for an understanding of normal children and the techniques of instruction that are applicable to them. For this reason 18 hours from the courses listed under Section B of the table, including the required asterisked courses, should be selected to meet this objective. Child or adolescent development, group tests and measurements, curriculum planning in general education, and practice teaching with normal children are required courses.

General Professional Training — 18 Hours Required

Required:

*Child or Adolescent Development
*Group Tests and Measurements

Electives:

- Methods of Instruction
- History of Education
- Personality Adjustment
- Educational Adjustment
- Fundamentals of Speech
- *Practice Teaching with Normals
- *Curriculum Planning
- Recreation
- Guidance
- Kindergarten-Primary Methods
- Educational Psychology
- Others

Graduates of accredited colleges in the field of education which have been approved by the state department will have fulfilled the requirements of this section.

General Field of Special Education

Requirements for specialization courses in the education of the mentally retarded are listed below. In Section C are listed courses which are applied to all areas of teaching handicapped children. Six hours of work are required, including a general survey course on the psychology or nature of the exceptional child.

Exceptional Children — 6 Hours Required

Required:

- *The Psychology or Nature of the Exceptional Child

Electives:

- Abnormal or Clinical Psychology
- Individual Mental Testing (Survey)
- Guidance of Exceptional Children
- Administration and Supervision of Special Education
- Speech Correction
- Health Problems of the Exceptional Child
- Field Work with the Exceptional Child
- Home and Community Planning for the Handicapped
- Psychological Appraisal of the Physically Handicapped
- Teaching of Physical Education for the Handicapped Child
- Recreation for the Handicapped
- Others

Specialization in Mental Retardation

Courses in mental retardation listed in this section apply specifically to the education of the mentally retarded. Required specialization course-work includes introduction to mental retardation, curriculum and methods of teaching the mentally retarded, and practice teaching with the retarded. A total of twelve hours of work is required in this specialty area.

Area of Specialization — Mentally Retarded — 12 Hours Required

Required:

- *Introduction to Mental Retardation
- *Curriculum and Methods of Teaching the Mentally Retarded

Electives:

- Remedial Reading
- Curriculum Planning for the Mentally Retarded
- Occupational Information and Guidance for the Mentally Retarded
- Recreation for the Mentally Retarded
- *Practice Teaching with the Mentally Retarded
- Music Education for the Retarded
- Art Education for the Mentally Retarded
- Educational Problems of the Cerebral Palsied
- Arts and Crafts, or Industrial Arts, or Home Economics
- Others

Arrangements for substitution of other courses for those listed should be made upon direct application to the Assistant Superintendent in charge of teacher education and certification.

Wisconsin Training Institutions

Since 1963 the various institutions in the state training teachers of handicapped children and personnel from the Bureau have met periodically to consider and make policy recommendations with reference to teacher training. This informal group is referred to as the Wisconsin Conference on Special Education Programs (WCSEP).

One of their earliest recommendations was to require that a candidate for licensure in special education enroll in a bona fide program, seek an advisor, and have this advisor specify the training sequence to be pursued. In addition, persons seeking to cross over into special education from other fields must complete a minimum of twelve hours of specialization work on the particular campus of the institution selected. This requirement assures the institution of acquaintance with the candidate and provides the training personnel with objective evidence of teaching competence upon which to recommend licensure.

WCSEP conference members have agreed to require the following training sequence with crossovers seeking certification in the area of mental retardation:

1. Introduction to Exceptional Children and Introduction to Mental Retardation
2. Curriculum and Methods of Teaching Retarded and Practice Teaching with Retarded
3. Electives in Section C and D

The following state universities and private colleges have Board of Regent or state department approval for training teachers of the retarded and are offering sequential programs leading to full licensure in this area:

- Cardinal Stritch College (St. Coletta's School, Jefferson)
- Carthage College at Kenosha
- Wisconsin State University at Eau Claire
- Wisconsin State University at Oshkosh
- Wisconsin State University at Whitewater
- University of Wisconsin at Madison
- University of Wisconsin at Milwaukee

For further information on their fourth year, fifth year, or graduate training sequences, interested applicants should contact the chairman of the respective departments of special education in the institutions listed above. Prospective teachers who wish to determine which courses the state department will recognize in meeting state certification requirements should submit current transcripts of their previous college work to the Division for Teacher Education and Certification, State Department of Public Instruction, 126 Langdon Street, Madison.

Psychological Assessment Services

Historically, Bureau consultants working in a dual capacity, that of educational supervisor and school psychologist, have had the major responsibility for statewide assessment of pupils referred for special class services. The psychological function was closely related to their coordinative and supervisory role of eligibility determination as prescribed by statute. A number of factors may be cited as compelling reasons for a shift in state consultant function to greater emphasis on the educational leadership role and a concomitant lessening of responsibility for psychological services in every locale operating special education programs.

During the interval following publication of the Bureau's previous policy handbook, school psychology as a recognized professional discipline has assumed a respected position in pupil personnel services in Wisconsin education. As a professional school service this discipline has defined its role and function and has clarified its responsibilities within the public school setting.[1] One of school psychology's major functions is that of early case-finding and differential diagnosis of handicapped children. State guidelines[2] suggest that a minimum of one-third of the school psychologist's time be spent in assessing exceptional children and youth. In order to implement these recommendations, as well as the broad generic role of the school psychologist, the 1965 state legislature supported sum sufficient legislation permitting state support at 70% for the services of full-time senior level psychologists.

Obviously this legislation was intended to motivate and stimulate the employment of school psychologists by local school districts, County Handicapped Children's Education Boards, and Cooperative Educational Service Agencies. Within the ensuing decade it was anticipated that every school district would have available the services of a school psychologist either directly or through contractual arrangements with C.E.S.A. Implied in this legislative intent is comprehensive psychological assessment in depth in contrast to the limited psychometric evaluation possible by state psychologists working under field conditions.

Another important factor has been the establishment of the Cooperative Educational Service Agency itself, a development designed to provide special services to school districts which in themselves may not have sufficient enrollments or funding potential for independent action on their own. State guidelines for the reimbursement of full-time school psychologists have suggested a minimum enrollment of 2,000 pupils in the K-12 range for eligibility for this support. The C.E.S.A. development provides school districts with the potential for partial, full, or cooperative contractual arrangements for the procurement of psychological services.

The other major impetus reflected in the changing role of the state special education supervisor is the direct influence of program growth in the area of mental retardation. Wisconsin has witnessed a tremendous growth in special class units during the two decades following World War II. Illustrative statistics depict this increase. In 1946-47, 142 units were in existence, whereas a decade later special classes totaled 300. Ten years later this figure exceeded 972 units with all evidence suggesting that the state can anticipate a yearly average growth of 60-65 classes for some years to come. Program growth at this pace demands leadership service from the state agency. Even the nature of the supervisory role is being modified as state personnel shift their focus from individual classroom supervision to group work with teachers and to large inservice conference-type approaches. This increased workload and changing consultant emphasis necessarily reduces the overall amount of time permitted for psychological assessment.

For these reasons current Bureau policy encourages district utilization of local school psychometric or psychological services whenever feasible. Bureau staff psychologists should be approached for state testing services only when psychometric services are unavailable locally or through a C.E.S.A. In these limited instances the following sequence of activities will greatly facilitate the individual testing program conducted by Bureau consultants. In planning testing clinics it should be kept in mind that the consultant's time must be utilized in an expeditious fashion by concentration on potential mentally retarded candidates. Although staff psychologists recognize, for example, the importance of evaluating slow learning, educationally retarded children, or questionable cases of kindergarten readiness, time limitations necessitate emphasis on their major role of identifying mentally retarded children.

Procedures for Psychometric Testing Clinics

To facilitate a more efficient psychometric testing program, to give the best aid to teachers, administrators, and parents, and to obtain a more adequate evaluaion of mental capabilities of referred children, the following sequence of activities in preparation for the testing clinic is required.

1. Experience with survey or individual testing has indicated the need for considerable local pre-planning, the gathering of complete essential data from school records and teachers, and the orderly scheduling of children for psychological evaluation. The minimal period of time the examiner works with the child demands that much valuable information must be secured prior to the testing session.

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[1] *Psychologists and Their Role on the School Staff*, published by the Wisconsin Association of School Psychologists in cooperation with the State Department of Public Instruction, 1960.

School Psychologists and School Social Workers, Madison: published by the Wisconsin State Department of Public Instruction, 1965.

[2] *Guidelines for State Support Program for Level A Supervisors, Coordinators, and Directors of Special Education*, Madison: published by the Wisconsin State Department of Public Instruction, 1966.

2. Group intelligence and achievement tests *must* be administered by local personnel prior to referral for individual evaluation. A group intelligence score of 85 is considered a maximum for referral. The majority of referrals should have fallen below 80 IQ in the local group screening process.
3. Parental permission should be obtained for the individual examination by state psychologists if at all possible. Parents should be notified as to the nature of the examination, i.e., determination of present level of mental functioning and proper grade placement. Under no circumstances should the evaluation be misrepresented to the parents as an achievement test or as a physical examination. Parents should be invited to discuss the findings with the examiner. This insures proper interpretation and better parent understanding. Since in some instances the psychometrics will indicate the children to be above or below the legal limits for special class services, promises or guarantees of services must not be made prior to the examination.
4. Ordinarily a minimum of *one hour* should be scheduled for testing each child; if parents are to be present, *one and one-fourth hours* should be scheduled. Multiply-handicapped children, i.e., those whose primary disability is deafness, blindness, or a severe physical disabling condition, will require a longer period of time for testing than non-multiply-handicapped children. Strict adherence to this schedule will allow the examiner sufficient time for a valid test, give the parents an opportunity to discuss test findings and will minimize the waiting period for parents and their children. This time schedule will allow for *a maximum of 5 examinations per day. In no instance should referrals exceed this number,* since Bureau supervisors are also responsible for supervision of special classes. Clinics should not be scheduled to run any later than 4:45 p.m. on any one day. The area provided for testing should be located in a desirable location which is free from distracting stimuli, conducive to good test administration, and assures the parent and child a modicum of privacy.
5. Accompanying the Clinic Procedure Sheet is a total clinic *Referral and Recommendation Form.* This form should be used to indicate the total group of children being referred for evaluation on the clinic dates. The form should be completed after the screening and selection of potential special class candidates has been carried out by the individual designated by the school administrator as responsible for the local screening process. This form should be completed and returned to the Bureau for Handicapped Children *at least two weeks* before the clinic date. Upon receipt of the referral blanks in the state office, Bureau personnel check the files for any medical, educational, or psychological information on file. Many children are school transfers and have possibly been recently administered tests in other locations. If the test is less than three years old, Bureau psychologists may consider it valid. Prompt return of the referral blanks will confirm the tentative testing schedule. *Failure to return the forms at least two weeks prior to the scheduled date will indicate lack of desire for this service. The psychologist will then consider himself free to honor urgent requests from other areas.*
6. The *Confidential Individual Data Sheet* should be duplicated at the local level for use primarily by *referring teachers.* Preschoolers and children not-in-school attendance will need to be reported on this sheet by the local coordinator of the testing clinic. These Individual Data Sheets *must* be completed in full and it is extremely important that every effort is made for a thorough completion of this form. These individual referral forms are to accompany the Referral and Recommendation Sheet, one for each child scheduled for testing, and should be mailed in *at the time the request for a clinic is presented.* It is important that this procedure is noted and followed, since state psychologists will return incomplete Individual Data Forms for more complete information when necessary. Forms which include sufficient essential data relieve the examiner from time required in securing background information through other sources and aid him in making a more complete diagnosis. All personal data is considered to be CONFIDENTIAL.
7. At the time of the clinic one copy of the Referral and Recommendation Data Sheet is left with the local school administrator and will have indicated on it the psychologist's basic recommendations. This information may be used by local school personnel in initiating appropriate modifications of the pupil's programs, particularly if special class placement is indicated. Individual psychometric reports will be transmitted from the state agency within the month following the clinic.
8. School administrators who desire psychometric testing should notify the Bureau for Handicapped Children as early in the school year as possible, since psychologists' schedules for the respective school year are usually quickly filled. It has been found necessary to honor requests for testing services on an equitably shared, as well as a response-to-call, basis. Cooperation in this matter will be appreciated, since the aggregate total of special class units and the number of yearly referrals has reached the point where this procedure has become necessary. The only other recourse to obtaining immediate and frequent psychometric services is the local hiring of school psychologists and school psychometrists to perform these functions. It is the current policy of the State Department of Public Instruction to encourage the employment of these specialists through the newly established C.E.S.A.'s.

Enrollment Size of Classes

Educable Enrollments

Educable classes have enrollment sizes ranging from a minimum of 8 pupils to an outside maximum of 20. Generally, no classes are approved if there are fewer than 10 mentally retarded pupils enrolled. If existing units have enrollment drops below 10 mentally retarded pupils, districts have a two year period to locate additional resident and non-resident retarded pupils to bring the special class up to the minimum allowable size. Bureau policy has been to consider the total enrollment reported on the Annual Summary Report of Enrollment as the final enrollment figure for that particular school year. Exceptions to the aforementioned enrollment range and specifications for particular program levels requires further discussion and clarification.

Pre-primary educable retarded units are a fairly new consideration in special education in Wisconsin. These facilities are based upon research evidence which at-tests to the positive effects of early school programing and provision of enriched curricula upon the later intellectual and social development of mentally retarded pupils. Avoidance of failure-oriented situations and early exposure to middle class cultural values, as these relate to attitudes and motivation towards schooling, are additional benefits of preprimary programs. These units generally enroll pupils in the four to seven year chronological age range with mental ages under 6-0. Since their levels of intellectual and social maturation preclude more formalized instructional approaches, shorter time schedules and more limited enrollments are permitted in these programs. Current Bureau policy recommends a more limited enrollment range of 8 to 12 pupils and an instructional time period of 4 to 4½ hours exclusive of the luncheon and transportation periods. Local implementation of this general policy should take into account exceptions to the general ruling especially in cases where more immature children cannot tolerate this recommended span of instructional time. Pre-primary units with less than 8 children may be approved on a proportionate prorata basis if sufficient numbers of young retardates cannot be identified, but this number can never fall below 5. Further, since pre-primary programs are still being established on a pilot experimental basis, cumulative evidence may necessitate changes in state policies relating to class size and the length of the pre-primary school day.

Primary units ordinarily include educable retarded children in the age range of 7 to 9 years (7 to 10 where pre-primary services are non-existent) and enrollment ranges of 10 to 12 pupils. Since these units house children with mental ages above and below 6-0, factors of general immaturity require smaller class enrollments than found in intermediate units. In smaller districts where homogeneous grouping is less easily facilitated, reduced periods of attendance for specific cases may be necessary for the benefit of the individual pupils and to ease teacher caseload. Again, the overall maturity of the class may dictate a somewhat shortened school day exclusive of the luncheon and transportation time periods.

In the typical *intermediate* unit, or in the *ungraded wide range* group, with age spans of 9 to 12 or 8 to 15 respectively, outside maximum enrollments are limited to 15 children. Special approval is required from the Bureau consultant responsible for supervision of the unit on exceptions to this ruling. Factors considered in special rulings are: physical facilities available, group stability, age span, teacher experience and flexibility, numbers of academic groups, severity of individual case problems in the classroom, and number of part-time enrollees. In summary, the size of the class will depend upon the range of problems represented by the individuals in the groups. Since special education and individualized instruction are the primary objectives of the service, it is difficult to justify over 12 to 15 pupils in a class group to secure optimum results. For this reason, request for exceptions to the policy should be held to a minimum.

It should be reiterated at this point that Wisconsin has attained a level of sophistication in programing for the mentally retarded which precludes continuance of the ungraded, wide-age-span grouping practice. The reader will recall the departmental position stipulated in Chapter I wherein the need for a broad and extensive continuum of special class services was clearly delineated. Implied in this position statement is the need for consideration of regrouping practices particularly as they relate to the more traditional ungraded approach. Provision for children with mental ages ranging from below 6-0 to 12-0 and with maturational and social interests spanning an 8 year range places an unwarranted and unnecessary responsibility upon the special educator. Empiric evidence and experience with the ungraded approach suggests immediate attention being given to grouping practices in the education of the educable mentally retarded at the elementary school level. The legal and administrative manner in which this recommendation may be implemented is outlined in the section on legal provisions for programing.

Where *junior high* special education facilities are in operation, Bureau policy encourages an age span of 13 to 15 years and an enrollment limit of 14 to 16 pupils. Similarly at the *senior high* school level, an age range of 16 to 18 years and an outside maximum enrollment figure of 20 pupils is permitted. Rationale underlying these larger enrollment figures suggests that secondary special class pupils are conceivably functioning at a higher level of intellectual competence and are socially more mature than their counter-parts at the elementary level. This higher level of competence and greater stability in group situations permits relatively larger group instruction at the secondary level. The feasibility of inclusion of these retarded pupils in a number of the less academically oriented regular high school classes may also be anticipated. In fact, approval for the outside maximum of 20 enrollees in the senior high school class is based upon evidence of scheduling of pupils in a number of non-academic regular classes. Otherwise, in local programs where limited integration with non-handicapped classes is the general practice, and where administrative practice deters pupil participation in regular elective programs, an outside maximum of 15 pupils is permitted. Special education implies that "special" curricular emphases, content, and programing is provided on a small group and individualized instructional basis. Single secondary special class teachers cannot be expected to singly devise differentiated curricula for each pupil, provide for small group instruction at various levels, and develop a comprehensive subject matter curriculum for a three or four-year program without some limitations on enrollments and without administrative support in the matter of integration.

Program scheduling that provides for departmentalization of classes into class year groups might well consider the employment of several special instructors to comprise a department of special education. The opportunities for team teaching, modular scheduling, interchange of classes, and subject matter specialization based on individual interests and teaching competencies need not be overstressed. Program elements concerned with the teacher-counselor role and an occupational adjustment emphasis discussed more completely in Chapter III are more feasible when several special instructors can combine their individual talents. For these reasons, the Bureau discourages district proposals to establish two half-day sections of 18-20 pupils each under a single special instructor. The daily program schedule simply does not permit a single educator to comprehensively plan for a double load, teach several modified subject matter areas, and conduct an extensive work adjustment program. To alleviate such program and scheduling conflicts, consideration should be given to the aforementioned enrollment criteria, the possibilities of additional part or full-time instructors, possibilities for team teaching, and other innovative administrative practices which are conducive to improving the overall quality of the program.

Trainable Enrollments

Trainable classes have enrollment sizes ranging from a minimum of 5 pupils to an outside maximum of 10 with a single teacher. No classes are fully approved if there are fewer than 5 pupils, although units may be approved with less than 5 enrollees on a proportionate prorata basis. Enrollment criteria is based partially upon the nature and type of trainable unit under consideration and partially upon the reasonableness of budgetary considerations in the interest of economy.

Trainable services may take the form of half-day units, extended-day services, and full-day programs. These various organizational approaches are more fully elaborated in Chapter III and the discussion of trainable retarded programs.

Half-day enrollments have been set at 5 to 8 or 9 pupils under previously established guidelines. In areas with full-day units these classes are usually comprised of children ranging in age from 6 or 7 to 12 years, whereas in areas lacking full-day services these units may include a range of 7 to 18 years. This latter age span is obviously a deterrent to comprehensive curricular planning and implementation. State policy is encouraging the consideration of full-day programing for the more mature and older pupils in such a wide-age group.

The *extended-day* unit permits varying periods of attendance depending upon the age and maturational levels of the respective pupils. Some may attend half-days, some for a longer period of time, and others for the full instructional period. Enrollment limits of 5 to 9 pupils permit extension of the school day to selected pupils under this administrative practice.

Full-day programs are designed for the highest levels of intellectual, social, and physical maturation found among trainable candidates. This administrative organization permits the curriculum to be differentiated in content from that employed in the half-day unit and more commensurate with the developmental characteristics of upper level enrollees. Enrollment limits of six to ten pupils and age ranges of 12 or 13 to 18 are recommended. This policy permits school attendance to the same age level as the non-college bound regular student and is intended to implement the constitutional mandate of equalized educational opportunities for all pupils regardless of intellectual potential. This policy does not imply, however, that the local school district could not provide school services for trainable pupils beyond age 18 as a number of communities have already done. In this context, the maximum age for state level support is set at 20.

Enrollments with Teacher Assistants

Utilization of assistant monitors in special education acting as teacher aides in full-day programs has proven particularly effective in meeting the personnel shortage in special education. Recent modifications of Bureau policy permits the use of these assistant monitors in educable units, in half-day, and in extended-day trainable facilities as well. Used as adjuncts to the instructional program, teacher aides permit special educators to more fully engage in professional teaching activities of an individualized and small group nature. Use of these teacher aides should extend the professional potential of presently available special teaching personnel, while at the same time, affording more handicapped children the opportunity for special education services.

Modifications of the regular enrollment criteria are necessary when assistant monitors are utilized in trainable or educable classes. An enrollment increase of approximately 50% over the suggested ranges for classroom units under the supervision of a single instructor is normally required. This may be modified upon consultation with the Bureau field supervisor.

In half-day and extended-day trainable units, e.g., using the team approach of a combined special educator and an assistant monitor, enrollments of 11 to 13 pupils are recommended. Similarly, in full-day units involving older and more mature pupils, enrollment ranges are set at 12 to 15 pupils. As experience is gained with the use of teacher assistants in special education, modifications of these enrollment policies may be anticipated.

In the typical elementary educable unit, use of a teacher assistant would imply an enrollment ceiling of 20 pupils. At the secondary level, a similar utilization of an aide would suggest an enrollment range of 22 to 25 students.

A precautionary comment on the use of teacher aides in special education programing is indicated. Approval for the use of teacher aides is based upon the premise that these classroom assistants will assist in the maximization of the learning process and the instructional situation. In serving additional pupils, there is no intent to widen the age span of a typical unit, nor is there any interest in prolonging the existence of ungraded units. Teacher aides, for example, should not be employed to merely increase the enrollment of a wide-age ungraded unit. Rather, the existence of additional potential enrollees suggests the need to regroup the pupils into more homogeneous units, e.g., primary and intermediate services. For this reason, no state sanction of teacher aides will be given in instances where existing age ranges are increased or to ungraded units per se.

State Function in Recruitment

The area of recruitment in the field of special education is regarded as a most challenging and an extremely neglected area. With the expansion of programs for training personnel for this field, attention must now be focused on ways to interest suitable people in this field. The personnel shortage is one of the most serious problems in special education.

Some five to six million school-age handicapped children in the nation require special programs designed to meet their unique needs in the fields of education and training. Approximately one-fourth of these children are presently enrolled in special programs in local public school systems. About 200,000 specially trained educators are needed as teachers or as supervisors to train teachers to work with the handicapped.

Only 50,000 to 60,000 suitably trained professional persons are now available. Title III of Public Law 88-164 has begun the task of overcoming the shortage of qualified personnel—the chief obstacle in the development of adequate educational programs for the handicapped.

This need for qualified personnel was reflected in a recent survey conducted in Wisconsin. It was estimated that about 100 new special education teachers will be needed yearly for Wisconsin's programs for the retarded. In past years about sixty new classes for mentally retarded children were established yearly in Wisconsin. This total, plus a yearly attrition rate of about thirty, makes the previously mentioned need for about 100 new teachers in the state for programs for the retarded, a conservative one.

While there is a paucity of research concerning the variables associated with career decision, the available literature indicates that direct work experience with exceptional children and contact with professional special education workers are the more important antecedents to the selection of a career in special education. It also appears that a variety of motive patterns operate in the selection of a special education career; the most frequently reported motives for entering the field were desire to help others and the challenge of the field. While there is need for more substantiating evidence of these findings, and the necessity for gaining a better understanding of the relationship between motivational patterns, career choice, and career satisfaction, it does provide a basis for present planning for recruitment activities.

In a broad sense, persons who could be recruited for teaching handicapped children should have: 1) all the qualities of a good teacher but to a greater degree; 2) a mature personality; 3) tolerance for frustration; 4) professional competency.

The following suggested activities are representative of a program at the state level which can be implemented at the present time.

1. Development of brochures and literature to acquaint high school students, college students, professionals in other fields, etc. with the opportunities in special education
2. Making available such materials as mentioned above in college registration lines and for distribution at student conferences
3. Follow-up studies to determine the effectiveness of student conferences
4. Coordinate arrangements for school visitations to special education facilities
5. To encourage the inclusion of the course, "Exceptional Children" in the requirements of other departments in the behavioral science area
6. Development of a public information program to encourage community support of special education, including personal appearances, development of films, etc.
7. To provide leadership to local communities in recruitment activities
8. Dissemination of information relative to the field of special education to guidance and counseling personnel throughout the state
9. Encourage state support of a scholarship and student loan program for students at the undergraduate level of training in special education
10. Initiate projects whereby young people will have an opportunity to work with handicapped children, hopefully to interest them in this field before they have made a definite career choice

It is apparent that a great deal of sustained cooperative work is required at all levels of operation, local, state, and federal, if we hope to develop an effective recruitment program.

Supportive Agencies and Services

State Relationships to Non-School Agencies

Comprehensive planning for the mentally retarded and the "continuum of care" principle requires that the schools as a primary social agency develop their programs and services in concert with other supportive state and community agencies concerned with the preschool and postschool needs of the retarded. The continuum of care concept refers to the selection, blending, and use, in proper sequence and relationship, of the educational, medical, community, and social services required by a retarded individual to minimize his disability at every stage of his life span. The word "continuum" suggests the many transitions and liaisons within and among various services, agencies, and professions by which the community attempts to secure for the retarded the kind and variety of help and accommodations he requires. Public schools are a vital link in this continuum and have a major role to play in accommodating their curriculum and programs to the unique needs to the retarded.

In Chapter IV a more definitive discussion of the related and supportive public and private agencies and their relationship to the Bureau may be found. At this point it should suffice to indicate that ongoing programing within the realm of the schools should be a part of local, regional, and state comprehensive mental retardation planning which encompasses diverse program elements of other supportive agencies, e.g., early casefinding, diagnosis and evaluation, family and individual counseling, pre-natal and well-baby clinics, home training and management, community day care centers, recreational and social programs, vocational adjustment services, and residential based care, training, and education.

At the present state of program development there is a considerable amount of fragmentation of services offered the mentally retarded. All agencies, including the public schools, should function as cooperative and flexible representatives of a community planning service team in providing for a total continuum of care. The public schools' service role in this continuum has been fairly well delineated, but its function in the broader community comprehensive and interdisciplinary planning effort needs further study and clarification.

State Relationships to Local School Districts, CHCEBs, and CESAs

The Bureau assumes the responsibility of working cooperatively with local school districts, county handicapped children's education boards, and the more recently established cooperative educational service agencies. Such cooperation may be accomplished in many ways through close working relationships between coordinators of local special education programs and Bureau staff consultants. The fact that there will be many variations in agency programs as they are designed to meet the varying needs of the local schools has been recognized.

Ordinarily coordinators or directors of larger local school district special education programs will work directly with the Bureau supervisor assigned to that area. Similarly, these same Bureau supervisors will work with the coordinators and program administrators of county programs. In addition, Bureau staff members may have occasion to consider an activity on a multi-district basis. This may involve all or a portion of a county or cooperative educational service agency area. In some instances this may mean the involvement of several Bureau representatives on a multidisciplinary basis. The major intent is a free flow of communication between local and state supervisors and coordinators of special education.

Heretofore, these services have been the responsibility of local boards of education and county superintendents operating within the established framework of the County Handicapped Children's Education Boards (CHCEB). Local school district boards will continue to provide specific special education services as prescribed by statute. Departmental policy encouraged continuance of the County Handicapped Children's Education Boards during the transitional period when the county superintendent's office was being phased out of existence. In some areas it is conceivable that the CHCEB will continue to function for some time to come, maintaining their existing special education services. Since these CHCEB's have tax levying powers, their continuance will insure continuity and stability of special education services during the interim period. Wherever these boards are maintained, a professional educator should be designated as the program administrator. In other areas the CHCEB may be discontinued and its functions may be returned to local school districts or may be transferred to the CESA through county board resolution under Section 41.01 (1m) (f).

When the CHCEB continues in operation, a general principle with reference to special education services is recommended. Boards of control, professional advisory committees, and coordinators of CESA's should develop a system of determining special education priority needs and services desired by individual districts and required by individual handicapped students. In essence, the general principle implies that Cooperative Educational Service Agencies should be responsive to area needs of a special education nature and implement services where CHCEB projects leave off, thereby assuring program development and expansion.

Only limitations in imagination and creativity deter the possibilities for service to handicapped children and youth through the CESA. A wealth of opportunities are inherent within the permissive state statutes as these relate to the functions of the CESA in the area of special education. The introductory wording in Section 39.51 of Chapter 565, Wisconsin Laws of 1963 indicates that the CESA is ". . . created by the state as a convenience for local districts in cooperatively providing special educational services to teachers, students, school boards, administrators and others and may include, but is not restricted because of enumeration. . . ." a wide range of direct and supportive special education programs, services, and personnel.

The CESA may contract with local school districts, county boards of supervisors, CHCEB's, and other cooperative educational service agencies in the provision of the above-mentioned special education services, and these participating local units can then be assessed a prorata share of the costs for each specific service received under Section 39.56. In situations where the CESA submits plans of services, operates programs, and makes claims for financial reimbursement, it is acting as the intermediate agent for these districts and aids are disbursed through CESA to the districts for fiscal convenience and efficiency. Serious consideration should be given to the employment of experienced and qualified coordinative personnel holding newly created Level B or Level A licensure as a Coordinator or Supervisor of Special Education in every CESA, or CHCEB, or in jointure operations. Utilization of these trained and qualified leadership personnel providing full-time commitment to program development will insure quality special education programing. A CHCEB may contract for these professional and administrative services with the CESA under 41.01 (1m) (f). Or, the CHCEB may employ comparably licensed personnel on their own to carry out similar functions for the individual county. Top priority should be given to this consideration as it conceivably represents the keystone to all subsequent special education development within the area of the individual CESA, or county, if the CHCEB continues to function. Further, these qualified leadership individuals represent the key contact personnel for state level consultants in special education.

Local Considerations in Programing For The Retarded

CESA Relationships to State and Local School Agencies

The cooperative educational service agencies were organized to provide an intermediary service unit between local district and the state supervisory level. Every school district in Wisconsin is included within the area of one of the nineteen agencies. The primary charge of the agencies is to provide a vehicle whereby local district can conveniently cooperate in providing various educational services. Each of the agencies has a board of control consisting of representatives of the school boards within the agency area. There is also an advisory committee composed of district administrators of each district in the agency.

Districts vary in the types of service they request or desire. There is also a variance in the manner in which different areas of the state utilize the CESA agencies. Cooperative educational service agencies are called upon to offer a wide range of services to the mentally retarded for districts and county handicapped children education boards.

Direct Operation by CESA

Chapter 518 (or 41) of the Wisconsin statutes allows the cooperative agency to receive state aids for the operation of special class services for handicapped children. This statute provides CESA's with the authority whereby they may directly apply to the State Department of Public Instruction for the initiation, operation, and reimbursement of aids for mentally retarded classes. The agency, since it does not have taxing powers, must establish contracts with districts or county boards to provide funds to cover the cost of the service above state reimbursement. If such a service is offered, the agency assumes the complete responsibility to contract for the site, teacher, and transportation of pupils, and also supplies all needed instructional equipment and educational media.

The Bureau requires the CESA agencies to follow the same eligibility procedures for state reimbursement outlined for the local educational agencies. A special *Annual Plan of Service* is available for the CESA agencies.

General Administration by CESA

Districts and county handicapped children's education boards within an agency area may contract with the cooperative educational service agency to handle all or certain administrative functions of their services for mental retarded children. For example, the agency may interview and screen teacher candidates and suggest their employment, arrange and contract transportation to special classes, process and submit required reporting forms to the State Department of Public Instruction, and may provide services for the screening and placement of special class candidates. The CESA agency may also serve as the focal point for the collaboration and coordination of the various district operated programs. Responsibility can be placed upon the CESA agency to develop plans, based upon area needs and resources, which will lead to the offering of a full continuum of school services for the retarded in the area. Planning and operating a full continuum of school services is often beyond the scope of many school districts' resources and can be expedited by a CESA agency.

Special Education Supervision through CESA

In many areas of the state CESA is in a most advantageous position to employ supervisory staff trained in the area of mental retardation. Many districts do not have a sufficient number of classes to justify the employment of such a specialist. Through CESA a number of districts can share this service. When there are over *twenty* special class units receiving supervision, and the supervisor has fulfilled the necessary Level II certification requirements, the State Department reimburses seventy per cent of the supervisors' salary.

The supervisor can offer a wide range of services to the local special education programs. A key function should be to consult with teachers so as to improve, whenever possible, the quality of instruction in the classroom. Suggestions pertinent to classroom management, instructional techniques and media, special equipment, and educational diagnostic approaches should be offered. The supervisor is available to organize in-service activities by arranging for visitations, programs, and resource personnel, and providing overall direction for in-service activities. Combining in-service activities with curricula development is a viable means of encouraging common understandings, collaborative effort, and continuity between the various levels of special class programing.

Communication between the schools and other agencies at the local district and state level, regarding needed services for a child, can be channeled through the special class supervisors. Their position is such that they come in contact with individuals with diversified responsibilities to retarded children. Through their contacts, they are able to supply information and assistance when called for and expedite the provision of needed special services outside the immediate school district program.

Supportive Services through CESA

Many districts, due to their small enrollments and limited budgets, are not in a position to hire supportive personnel to their special education programs. Employment of school psychologists and school social workers to service a number of districts can be provided through CESA. Unifying the services of the special education coordinator/supervisor, placement of school psychologists and school social workers under one administrative structure enhances the effective provision of these services to needy youngsters.

The services which a school psychologist can provide include: individual intellectual and behavioral evaluations and interpretations to parents and teachers; consultation with the child, parent, and teacher to suggest plans for the effective management of problems; liaison with mental health resources in the communities; and conducting of studies and research which has practical implications. State aid[1] is offered to support the salary of these specialists.

School social workers employed by cooperative educational service agencies are eligible for reimbursement according to guidelines[2] developed by the State Department. The school social worker is uniquely prepared to understand the child's educational, social, and emotional problems through the provision of information about home conditions and the social environment; to report and interpret the results of case findings; provide casework services as needed in the hope of improving the child's home condition; and to study conditions in the community environment which have implications for the school program.

The CESA agency may also wish to contract for other supportive service to special classes beyond those previously mentioned. A school nursing program may be considered as a worthwhile auxiliary service. Employment of a staff psychiatrist, a speech correctionist, and special area supervisors in music and art are examples of other personnel who could directly or indirectly contribute to the improvement of services to handicapped children.

Local Responsibilities

Administrative Philosophy and Policies

Effective initiation and operation of educational services for handicapped children rests upon mutually understood purposes by the community, school administration, and the general and special education staff. A formulated, written statement of the school's special education philosophy which reflects the position of the total community and the school board should be available for distribution to all citizens. Decisions pertinent to the depth and directionality of special education services should be based upon a previously determined philosophical position. Lack of an agreed upon position, with the resultant lack of guidelines, can seriously impair the development of the special program and increase the danger of miscommunication and divisive activity among staff.

Chapter I of this publication presents the philosophy of the Bureau for Handicapped Children. From this philosophy stem the various policy positions of this agency. It may well serve as a model to school districts fashioning their position.

Every attempt should be made to clarify the status of the special education program as it relates to other community services for the handicapped. Policies should be developed to clarify the coordination channels between the schools and community services such as mental health clinics, day care services, sheltered workshops, vocational rehabilitation services, institutional programs, welfare services, family services, and other comparable agencies.

Another important consideration in the development of local policies is the coordination between special education provisions and regular and auxiliary school services. The extent and manner in which guidance, library, physical education, art, music, and regular class offerings are to be integrated with special education, should be clearly stated so as to lead to cooperative effort on the part of all the school staff.

Bringing together the philosophy, goals and objectives, general operational policies, and specific policies concerned with eligibility and terminal criteria into an administrative handbook is strongly recommended. This handbook will prove an effective starting point and guide for the initiation and implementation of both individual services and group programs.

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[1] *Guidelines for State Support Program for School Psychologists,* Madison: published by the Wisconsin State Department of Public Instruction, 1965.

[2] *Guidelines for State Support Program for School Social Work,* Madison: published by the Wisconsin State Department of Public Instruction, 1965.

Budgetary Considerations

Budget planning to adequately maintain and improve the existing provisions and adequate financial support for expanded services is of primary concern for proper implementation of special education offerings. Budgetary development should be based upon the needs of the program as expressed by the local administrator and his staff. Among the items to consider in budget development are: staff costs, physical plant maintenance and improvement, general capital outlay items, regular instructional media that is not state reimbursed, special education material and equipment, transportation expenditures, and required services, e.g., psychological, social work, audio-visual, library, special education supervision and coordination, and special area consultants. There should be follow-up activities to discern whether or not appropriate materials and services have been received and utilized.

Knowledge of the existing federal, state, and local financial resources available to implement services is of paramount value. The profusion of enabling legislation, with their supporting appropriations, are of great assistance to local districts in expanding existing services and exploring new means of educating handicapped children. Both specific item needs and general program support can be funded to the local level by existing federal and state statutes. A progressive and forward looking school district will examine these legislative enactments in order to implement those provisions which have applicability and value to their local operation.

Selection and Placement Policies

School districts should formulate carefully considered selection and placement policies and procedures. They should be clearly stated and available for all interested, responsible, and concerned individuals and groups.

Basic to any selection process is an ongoing general school population screening program. Good group screening systems rely upon both objective testing and subjective evaluations. The children should receive, at appropriate intervals, mental ability and academic achievement tests. Pupil emotional and adjustive behavior should also be evaluated. Children's patterns of development are another important component for examination in discerning which youngster will need study by school psychologists, school social workers, and health personnel. The various ways in which the previously mentioned activities are to be carried on, the designation of responsible personnel, and the coordination of staff and their respective activities are important considerations in the development of policies.

Determination for placement into a special class should have been preceded by a meeting among responsible school staff who have reached a consensus regarding the appropriateness and advisability of such a placement. Final determination and actual placement should be carried out by the individual given such responsibility and authority by the school superintendent.

It is recommended that each school system have provisions for periodic evaluation of all children enrolled in the program. The teacher is also aided in her efforts by having an advisory professional team available to her to discuss difficult cases. Complete information on each youngster should be readily available to all personnel. Psychodiagnostic information relative to the instructional process should be provided to the teacher.

Supervision

As the school programs for retarded children have multiplied over the years, and as services themselves have become more sophisticated, the need for special education supervisory and coordinative services at the local level has been recognized. Due to the complex and exacting nature of educating handicapped children, teachers are in need of readily available advice and direction to aid them in implementing appropriate curriculums and instructional techniques. Through the state support program, and by utilization of cooperative agreements between districts or through the Cooperative Educational Service Agencies, school districts are in an excellent position to add this supervisory dimension to their special services.

The special education director/supervisor can, in addition to his support of classroom activities, be instrumental in curriculum development, coordination of special education activities, and when desired and appropriate, carry out various administrative tasks germane to the program. Various activities designed to engender interest, enthusiasm, awareness, and professional competence can also be planned and carried out by the special administrative staff.

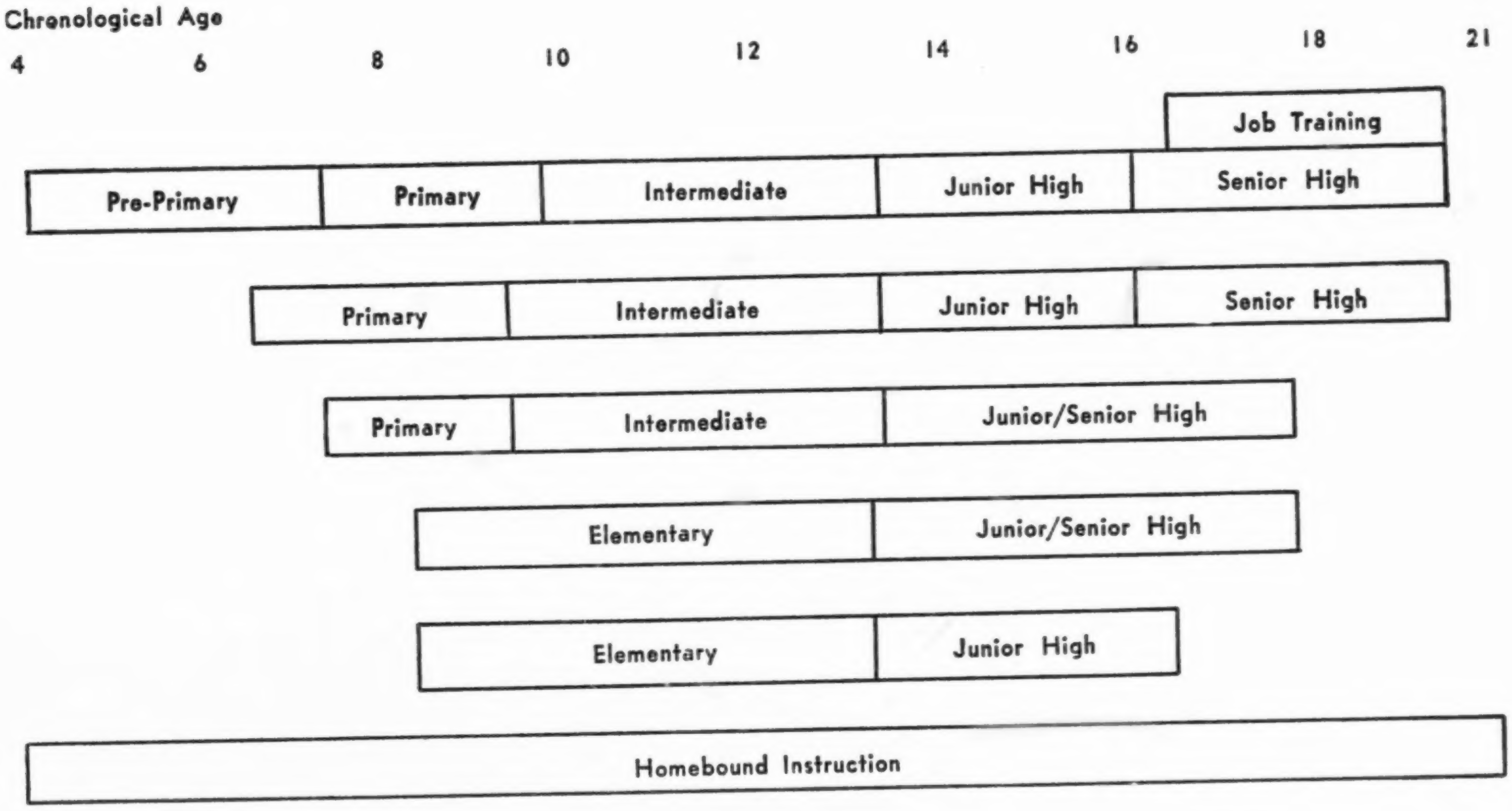
Recruitment of qualified personnel continues to be a critical problem in special education. Local districts have a direct responsibility to combine their efforts with federal, state, and teacher training institutions in the recruitment of prospective special class teachers. The administration should be aware of private, state, federal, and university training programs and funds in special education and make this information known to college bound youth and interested regular and special staff members. Coordination of local efforts in this sorely needed professional area is another aspect of a local supervisor/director's responsibilities.

Developing a Continuum of Service

The one-room rural school has all but disappeared from the educational scene. Another educational organization, the ungraded special class, must also be removed from the aegis of school support. It is imperative that school districts, through expansion of their services when student numbers permit, or through cooperative agreements with other districts, organize special classes so that retarded children can be placed into classrooms in which the mental, chronological, and maturational level of their peers is relatively homogenous. Figure 6 illustrates some various groupings which could be considered. The most desirable grouping of children is at the top of the model with the less desirable grouping procedures illustrated below in descending order.

Figure 6

Building a Full Continuum of Service: Educable Mentally Retarded


Chronological Age
4
6
8
10
12
14
16
18
21
Job Training
Pre-Primary
Primary
Intermediate
Junior High
Senior High
Primary
Intermediate
Junior High
Senior High
Primary
Intermediate
Junior/Senior High
Elementary
Junior/Senior High
Elementary
Junior High
Homebound Instruction

In some instances, due to the lack of pupils necessary to adequately support a highly differentiated classroom structure, it is necessary to place broader ranges of children in fewer levels. This should, however, not deter the school district in pursuing a course which will lead to, at the minimum, both elementary and secondary school provisions.

Planning for the special education services of a community requires attention to the present and future building needs of the program. Such issues as integration of pupils, scope of curricular offerings, utilization of special instructional techniques, and parental, professional, and lay acceptance of special education can revolve around the physical setting and its location.

Professional Growth and Evaluation

Special education has expanded tremendously in the last decade. Our profession has had added to its ranks a large number of new individuals. It is imperative that the experienced teachers and new staff be integrated in their knowledges and goals. In-service programs designed to bring information, clarification, and directionality to teacher efforts are a most desirable feature of local school efforts to improve their special education efforts. It is also suggested that a professional library be built to provide the staff with the opportunity to develop greater depth in their background knowledge of the field.

A school system should also consider carefully their responsibilities in the evaluation of their program effectiveness. Although many forms of research are beyond individual or school system resources, there should be continual appraisal of program, curriculum, and instructional offerings. Appendix D of this publication is offered as a suggested tool for utilization by local districts in their self-evaluation process.

Local Responsibilities in Teacher Recruitment

It is the responsibility of the local school authorities to employ only qualified personnel in accordance with the state certification requirements. To insure quality education for the mentally retarded, it is necessary to plan far enough in advance of the opening of a new class to be assured of having appropriate facilities and a trained teacher. It is often possible to interest a competent instructor currently teaching in the system to become qualified as a teacher of the mentally retarded. A community survey may also disclose a number of persons who could be encouraged to take further training in this field.

Provisions should be made at the local level for a program that will inform people in the community of the need and intent of special education programs. Such a program would include dissemination of information to lay people in the community, professionals in other disciplines, as well as young people who may be encouraged to enter the field of special education as their vocational choice. Active involvement and understanding of the problem better insures a successful program.

Arrangements have been made in some communities to set up student work-study programs in cooperation with training institutions. Aside from the immediate help they provide, it is also a good recruiting device in that it allows students the opportunity to determine if special education is the appropriate professional field for them.

Local districts are encouraged to offer financial assistance to persons interested in training in the field of special education, either through the establishment of scholarships or student-loans by the Association for Retarded Children or other civic and fraternal organizations. Administrators and guidance and counseling personnel should be knowledgeable of other sources of financial assistance to those seeking training in this field.

It is necessary for local districts to work cooperatively with the teacher training institutions in the area, encouraging the establishment of a training program if none exists, and the strengthening of existing programs by providing facilities for practicum experiences for those completing their training. The paid full semester or year's internship concept currently being used successfully in general education should be more fully explored with reference to special education's manpower needs at this time.

Recognizing the shortage of personnel in this field, local administrators are encouraged to make better, more extensive, more creative use of qualified personnel presently available. This would include a team teaching approach, greater utilization of teacher aides, volunteers, and part-time teachers.

Inservice training, either with federal or district funds, is a sound investment. Such training could be directed towards upgrading the competencies of the present teaching staff, for the development of teacher aides, or for the preparation of volunteers to be used effectively in the schools. Only with complete utilization of all local and regional resources will we begin to alleviate the manpower problem in special education.

Professionalism

Full-time commitment to the pursuit, attainment, and maintenance of professional competence requires early recognition of the need for continuing education. Fulfillment of basic certification standards or the attainment of a degree in special education only represents the introductory stage of career-long professional growth and evolvement. Professionalism implies a dedication to the pursuit of learning throughout one's pedagogical career. To do less in the face of an anticipated explosion of knowledge in the broad field of special education is to invite the corrosive effect of a laissez faire attitude upon one's professional development.

Continuing education and professional competence are the mutual responsibility of federal, state, and local educational agencies, institutions of higher learning, and the professional organizations with which the special educator is affiliated. However, the very nature of professionalism places the primary responsibility for growth and continuing education upon the individual teacher. Conferences, institutes, seminars, short courses, formal academic coursework, periodicals, journals, and professional texts are to no avail if the special educator fails to initiate appropriate action aimed at taking advantage of available opportunities. Regardless of the form or manner in which continuing professional growth is sought, the simple truth is that the learner must actively participate in continuing education if professional competence is to be maintained. Commitment to this basic principle of continuing education is necessary whether the special educator is a neophyte, an experienced instructor, or an individual in the twilight of his professional career.

Thus far we have considered professional competence in its more restricted and narrower context. But the concept of professional competence extends far beyond the confining walls of the traditional classroom whether it be located within a local school district or on the campus of an institution of higher learning. Further, the broader concept of professional competence in education represents attributes, skills, and interests far beyond the more traditional sphere of the pedagogue.

It is heartening to note the current day attitude towards education and educators in general, and more specifically, towards special education. Teachers have commonly been stereotyped as a conservative lot as depicted in the characterizations of Ichabod Crane, Mr. Peepers, ad Miss Dove. Similarly, special educators, representing minority groups within the total school population, have too often in past decades permitted general education and educators to make decisions which rightfully were theirs to be making. In Wisconsin, and hopefully this state is representative of the majority, special education is coming into its own. However, change in professional status is necessarily accompanied by increased professional responsibilities and corresponding community expectancies. Special educators need to be alert and cognizant of these cultural changes occurring within our communities. If we are to be deserving of these more positive values and attitudes held by the general public and reflected in supportive assistance at the federal, state, and local levels, then our commitment must be to continuing professional growth and development. It may be helpful to briefly consider the question, "What is a competent special educator?"

A good special educator is many things. He represents the finest in human and professional attributes. He is motivated by a desire to help each handicapped child develop to his maximum potential whatever that potential may be. He is a professional with a broad liberal arts education which provides him with the skills and training necessary to be conversant in the broader public arena. This arena may be the local PTA, the school board meeting, a legislative hearing, or a national convention where the rights, needs, and privileges of exceptional children may be under consideration. He understands and maintains a proper balance and concern for the needs of his handicapped pupils within the total framework of education. He is neither a persistent irritant with respect to the more irrelevant concerns of special education, nor is he a silent and unresponsive observer when the rights of handicapped children and youth are being challenged. He recognizes that concerted group action, undergirded by parental group support, is more effective than spasmodic individualized attempts to change the status quo. Working with his leadership personnel at the state and local level, he learns the power structure of a community, of a county board, or of a legislature, and thereby is able to effectuate change. Through his professional competence, his persuasive tact, and his dedication to his professional organizations, he is able to move mountains whereas formerly they were immovable.

As a professional special educator he has mastered the techniques of helping children "learn how to learn," and he continually guides this learning in sequential order promoting individual growth in his pupils. He is continually seeking ways to enhance his professional development recognizing that he must stay abreast of the everchanging requirements of our everchanging society. With his strong background in learning principles, he is aware that learning in the handicapped pupil increases in proportion to the interest level he as a teacher is able to maintain. As a consumer of research he recognizes that special education is moving in the direction of diagnostic-teaching. To better prepare himself for his more clinical teaching role, he acquaints himself with the techniques of educational diagnostics, grouping on the basis of learning disabilities, and developmental and remedial practices.

Because mental, physical, or emotional disability may be devastating to the family constellation, he is alert to the need for parental counseling and close home-school cooperation and mutual understanding. He is a confidant, a friend, and above all, a professional in his contacts and activities with parents and parent groups. Warm, responsive, understanding, objective, imaginative, and creative are appropriate adjectives used to characterize the professional special educator of the sixties. As a key participant in the development and extension of the community's special education program, he is looked to and sought after rather than tolerated or ignored.

Above all, he is interested in his work and in his pupils and is curious about the total educational process. Anatole France once said, "The whole art of teaching is only the art of awakening the natural curiosity." Not only is the professionally competent special educator a consumer of special education research, he is not adverse to actually participating in practical applied classroom research and evaluation activities. His is a curiosity with respect to the relevance and applicability of new instructional approaches, materials, and media of instruction. He is concerned with field testing new materials, varying grouping practices, and trying out some of the newer concepts under more controlled conditions. As a partner in more rigorous experimental designs, his skill as an observer and as a participant in applied research endeavors contributes immeasurably to the advancement of knowledge in the special education realm.

Yet, though he consciously applies his professional background and training to the "teasing out" of new ideas and approaches, he never forgets that successful teaching is *an art*. He is ever alert and cautious in order to maintain a balance between conscious, objective, research-oriented inquiry and a natural freeflowing participation with learners unencumbered by persistent and overriding scientific analysis. His professional competence is nurtured and sustained by a natural curiosity about children, people, and things. He does not seek change for the sake of change alone, but he modifies practices and injects new materials and media into the instructional environment in order to stimulate and motivate the learners. In doing so, he maintains his own professional zest for inquiry, for growth, and for continuing education.

In summary, the competent special educator is many things. He is first a qualified and professional teacher. Further, he is a counselor, a planner, a developer, an advisor, and a contributing citizen in the community. He contributes his special talents to the educational scene, is cognizant of his areas of weakness, and seeks consultative assistance from his leadership personnel in order to advance in his career-long professional development.

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Chapter III

Specific Considerations For Various Levels of Programing

Homebound Instruction and Training of Mentally Retarded Children

Philosophy and Policies

In the continuing quest to provide a developmental and sequential learning environment for all types of children, Wisconsin took a stride forward in 1957 when it extended its policy of homebound instruction for the physically handicapped to include the mentally retarded. Realizing that many of these children needed threshold training prior to placement in a school setting, or were not receiving a formalized education due to the lack of appropriate facilities in the school district itself, provisions of Section 41.01 (9a) made it possible for many of these children to receive such instruction.

41.01 (9a) reads as follows:

> Education through home instruction may be provided by school districts or counties to mentally handicapped children between the ages of 4 and 20, who, according to educational and psychological evaluation, are able to benefit by academic and non-academic home instruction. All pupils enrolled in this type of homebound instruction shall be approved, in advance, by the state department of public instruction. The cost of the instruction shall be paid one-half by the district of the child's residence if the district initiates the program, and one-half by the state except that the maximum state reimbursement made for any child under this subsection shall not exceed $200[1] per school year. Teachers employed under this subsection shall be legally qualified to teach in this state. All records required to maintain this program shall be submitted to the department of public instruction by July 1 of this year. This subsection shall in no way substitute for the special classroom provision for educable or trainable mentally retarded pupils.

This provision was in no way intended to be a substitute for special class services for the educable or the trainable mentally retarded pupil. This provision provides only for: (1) homebound instruction where special class centers for the trainable are lacking; (2) where homebound instruction for the retarded is specifically recommended by a licensed psychologist (with medical sanction) and approved in advance by the state superintendent; and (3) where the mentally retarded pupil may be too physically or socially incapacitated to attend a public school service. Educable level children (50-80 I.Q.) should attend *regular* classes in areas where special classes are non-existent.

When the school administrator of a system without an established trainable unit finds he is being requested to provide homebound services for four or more trainable level pupils, it then becomes his responsibility to instigate action toward establishing a public school trainable unit. Approval will not be given to offer homebound instruction to more than *four* trainable level pupils in a given area. The possibility of attendance at a day care center should be strongly considered for the trainable mentally retarded pupil before a decision is made to provide homebound instruction.

In some cases, where the child has been on homebound instruction and shows some potential for tolerance of a formalized school setting, a transistional type program consisting of day care center attendance and homebound instruction may be advisable. This type of program would enable the child to develop social standards required for placement in a formalized learning situation and would afford the homebound instructor an opportunity to develop areas in which the child may be lacking sufficient skills.

School law specifies that retarded pupils between 4 and 20 years of age are eligible for homebound instruction. All children provided this service must have obtained a minimum mental age of 2 years and 6 months. All children in this program must be mentally retarded, and a physician's statement indicating that the child's *physical* condition permits him to carry a homebound program must accompany each application for service. A medical reassessment is required every three years for students receiving continued homebound instruction. An evaluation by a licensed school psychologist or psychometrist must accompany each application, and if continued homebound placement is sought, a yearly psychological reassessment of pupil need must be submitted with the individual application for homebound instruction. A summary of the previous year's accomplishments by the mentally retarded pupil in the homebound program of instruction and a proposed program plan for the coming school term must also accompany requests for continued homebound instruction.

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[1] The 1967 legislature has been requested to raise this amount to $400 per child per school year.

The homebound teacher in this program is required to be legally certified to teach in Wisconsin during the school year of instruction but does not need to be a licensed teacher of the mentally retarded. However, it is strongly recommended that individuals with additional special training in the education of the retarded be given selection preference. Neighboring school districts offering homebound instruction should explore the possibility of promulgating the specialized training of a teacher to teach the retarded pupils on a homebound basis in their several areas. Accomplishment of such a service would be possible under Section 66.30 which permits the joint operations by school districts, through the auspices of a county handicapped children's education board, or through contractual relationships within a Cooperative Educational Service Agency.

Implementation of Homebound Services

Two important facets of homebound instruction requiring emphasis are the provisions for counseling and guidance for the parents of the more severely retarded and for home instruction and training for the more competent trainable retarded. There is never a sharp distinction between parental assistance and instruction, but the intellectual level of the child determines the major focal emphasis and amount of service afforded the families. The proposed program should be a sequential developmental continuum as advocated by the Bureau.

(1) For the very severely retarded, the major emphasis should be on parental direction and encouragement in the parents' efforts toward habit training, emotional control, self help, and speech and play activities in young mentally retarded children. The homebound teacher visits the home on the average of one or two times a month for approximately 1 to 1½ hours per visit. Local community resources such as the public health nurse, other parents of retarded children, and local or state psychologists should also be used to attain effective parental counseling.

Home visitations are most effective when the time is spent working jointly with the mother and child so that methods of training and activities may be carried on by the parents between visits. It must be recognized that a number of these children will need institutional training, and this period of counseling will give the parents direction and insight into the severity of retardation. Arranging for parents of very severely retarded to meet and discuss mutual problems and to give them a chance to exchange viewpoints can be very helpful. The homebound instructor, in effect, needs to adopt a social caseworker viewpoint and must be thoroughly acquainted with local and state resources for the retarded.

In all cases, the homebound instructor should be concerned with the child's social, physical, and emotional problems as well as those related to his retardation. The problem of meeting the needs of the "whole child" should be a major concern along with the understanding of agencies and organizations providing services for the retarded.

(2) For the moderately retarded classified as trainable level (35.50 I.Q. by statute), the major emphasis should be training and parent education. In the initial stages, habit formation and emotional-social training should be sought as in the case of the very severely retarded. These children, however, can profit from handicrafts, rhythms, and in general, the whole of the trainable curriculum.

Here again, the homebound instructor must work with the parents in organizing a daily program. Problems encountered by the instructor, the child, and the parents can be discussed at this time. Stress should be placed on the necessity of continuing the lessons between the periods of visitation.

In order to promulgate adequate social behavior on the part of the trainable pupil, the homebound instructor should attempt to place the child in social context with other children of like ability. The possibility of arranging joint sessions for 2 or 3 pupils should be considered. Included in the program of instruction should be scheduled trips into the community.

The homebound instructor of the trainable mentally retarded should visit the home on the average of two or three times a week for approximately one hour per visit. Instruction could be carried on in the home or in a school-like setting with one or two other moderately retarded children of like mental levels.

(3) For the educable retarded who may have special physical or social problems necessitating their exclusion or removal from a public school program, the major emphasis should be upon the typical educable curriculum. Parental guidance is also an important facet of the instructional program. The number of home visits is determined by the local school authorities upon the recommendation of qualified psychological examiners and may range from three to five visits per week of one hour duration. Any other resources available in the community including the special classroom, selected children from a special unit, field excursions, or other learning experiences, should be incorporated into the instructional program.

In some cases, pupils excluded from formalized school settings have inadequate social adaptive functions as the debilitating factors. A close liaison should be maintained between the psychologist and the homebound instructor in order to provide appropriate developmental learning situations which will facilitate development of the pupils' appropriate socialization processes.

It must be reiterated that homebound instruction is not a substitute for special class services. Therefore, the primary concern of the homebound instructor should be to expedite the placement of the homebound mentally retarded student into the school service which will afford him the greatest benefit commensurate with his intellectual functioning.

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Programing Public School Services for Trainable Retarded Children

General Philosophy and Goals

The moral, ethical, and educational basis for serving the handicapped presented in Chapter I unquestionably includes the trainable child. Historically, the first community based services for trainable children have been provided by school districts. Through the years greater recognition by schools of their constituents' desires for the school to provide a comprehensive educational program for all possible children has led to the initiation of a large number of programs for trainable children.

In Wisconsin, the initial school provisions for these children started on a half-day attendance basis. During the last several years, due to greater recognition of the abilities of the trainable level pupil, extended-day and full-day programs have been implemented to serve the older, more capable youngster. In addition to the extension of the school day, the age of children attending school programs has also been extended upwards to coincide with those attendees of the regular school continuum. The curricular offerings for these children have also been enhanced to encompass learning experiences not restricted to the confines of the traditional classroom. This movement towards greater sophistication of services to these children reflects the growing acceptance by school personnel of their responsibility as professional educators in servicing all children.

The role of education in our society has changed from a rather limited emphasis upon academic success as the sole criterion for school attendance to a philosophy which encompasses the acceptance of varied learning abilities and maturational patterns. Education in its position as a primary institution of our society will need to continue to extend its influence to encompass a much broader segment of our nation's youth. A trainable level child, long ignored or relegated to a secondary position in educational efforts, must be provided adequate programs or we shall continue to perpetuate a "sin of omission" to a rightfully deserving group of our populace. A school program for trainable children should be structured so as to make provisions for a broad range of physical attributes, behavioral patterns, and learning abilities. Generally, provisions for these children should embody three basic stages: (1) *The early program* places emphasis upon "learning to learn" skills. The activities at this level revolve around the learning of basic perceptual skills in vision, audition, linguistic, motoric, and other sensory modalities. The offerings at this stage also stress activities which build basic social inner controls and external action habits and behaviors; (2) *The middle stage* emphasizes the development of self-help and social skills which foster semi-independence in both the home and the community; (3) *The advanced stage* encourages experiences designed to develop the individual's full potential for independent action including developmental activities in vocational or semi-vocational skills.

It is hoped that the near future will bring to every trainable mentally retarded child in the state of Wisconsin an opportunity to benefit from a developmental, sequential, educational program. The realization of this goal will be attained through the combined efforts of school personnel, interested lay individuals, and parents of the retarded. The field of education has just begun to educate these children. In the future, schools must expand the quantity and depth of the programs available, and must develop the various techniques which will maximize learning experiences for these limited children and youth.

Half-Day and Extended-Day Programs

The four major educational goals: (1) self-realization; (2) human relationships; (3) economic efficiency; and (4) civic responsibility generally accepted as underlying the education of regular school children are applicable to the trainable pupil. They should be interpreted relative to each individual's capacity to develop competency in them. In setting program objectives for the younger aged trainable, primary emphasis should be upon the goals of self-realization and human relationships.

The objectives of a *half-day* trainable program are:

1. To provide a group learning situation planned and supervised by speciallly trained educators.
2. To provide learning experiences leading to the development of self-enhancement skills.
3. To provide a situation for the comprehensive assessment of the varying learning potentialities of each individual in a wide variety of abilities.
4. To provide for the initiation of some formalized academic instruction such as word recognition, computational, and writing skills.
5. To initiate a structured program for the further development of communication skills in the areas of speech and verbal communication, listening, and understanding others.
6. To promote understanding of sound physical health habits.
7. To instigate appropriate personal and social interaction skills.

The *extended-day* programs, in addition to incorporating the objectives of the half-day service, seek:

1. To provide a longer instructional period of time for more capable pupils.
2. To provide the opportunity for the development of more advanced development of social skills, such as eating meals without parental supervision.
3. To increase the pupil's tolerance level of self-control under group pressures.
4. To provide a transitional stage for determining the pupil's capacity to tolerate the demands required by attendance in a full-day program.

Full-Day Programs

The evolving Wisconsin philosophy of educating older, more capable trainable individuals has led to greater diversity in services which are provided in educational and community settings. The present emphasis upon local responsibility to provide such services as sheltered workshops and community activity centers has led to less emphasis upon institutional placements. This movement towards retention of the retarded in community settings places upon the educational complex the responsibility for developing new programs which will prepare moderately retarded individuals for a broader range of community demands than has been traditional in the past.

The rationale for the establishment of full-day programs for older trainable pupils parallels this shift in philosophy. The school, in its broadest context, is in a position to offer the retardate an opportunity to develop to his full potential. Under the direction of specially trained personnel, learning experiences can be structured to acquaint the pupil with varying degrees of environmental demands. Instruction can be so organized as to follow generally accepted principles underlying learning and adjustment. The objectives of a full-day program are:

1. To provide an extended proving ground for employment of work habits, attitudes, and behavior patterns which are required for more independent functioning. These competencies, of necessity, require a long-term program for development.
2. To permit a more comprehensive assessment of total abilities as distinct from a formal testing program. This approach, for example, provides the opportunity for demonstrated success in practical activities such as work qualifications.
3. To allow for broader use of resources in the community such as field trips, recreational facilities, and the use of sheltered workshops.
4. To provide a continuous sequential program between school and other agencies concerned with total planning for the retarded. An example would be bridging the gap between Day Care and the Vocational Rehabilitation programs.
5. To permit experiences that are commensurate with adolescent age needs, such as those which apply to broader personal competence and increased maturation, in specific activities beyond those provided in more general trainable programs. An example of this would be the increased maturation which is required to enable them to participate in a community field experience.
6. To provide experiences which foster self-realization. This reflects an awareness of the need for the personal feeling of satisfaction as well as the demands for interpersonal effectiveness.
7. To permit the extended use of school and laboratory facilities designed to assist them to become contributing family members, participating in school, home, and community tasks.
8. To extend the opportunities for utilization of functional educational activities. It is recognized that academic attainment may be minimal. Certain more formalized instruction may be continued in such areas as number work, e.g., money recognition and usage.

Criteria for Enrollment

Determination of the youngster's eligibility for placement into a trainable program should be based upon a thorough evaluation of the individual's past functioning, present adjustment, and anticipated future growth. The placement of a youngster should reflect the considered judgment and recommendations of diversified professional disciplines with respect to his probable successful adjustment. Placement implies that the pupil will be able to reach some degree of competency in the program's listed objectives. The professional personnel involved with evaluating and staffing for eligibility should include teacher, administrator, special education and/or elementary supervisor, school psychologist, social worker, school or county nurse, personnel from other agencies when appropriate, and a physician when pertinent. These individuals will be able to supply the important family, social, medical, intellectual, and extra-school adjustment information.

Final determination and actual placement should rest with the staff member designated with this responsibility. In cases where there is a special education director or coordinator, this should be his responsibility. His decision should reflect the contributions and assistance of other involved agencies or disciplines.

Intial placements should be considered as *trial*. The continued participation of the youngster should be based upon his demonstrated functioning and adjustment abilities. Parents should be alerted that all placements are subject to a trial period so that they will not be totally unprepared for an assignment of their child to another program.

Local communities should develop a stated eligibility criteria which will aid in developing consistency in placement practices. The Bureau requests that the developed criteria be made available for review. The criteria will then be evaluated and considered when approval is requested for state financial reimbursement for the program.

Half-Day and Extended-Day Programs

The Bureau suggests that local school systems utilize the following guidelines for developing their half-day enrollment criteria:

1. Intellectual ability in the moderately retarded range.
2. Social and mental age functioning at approximately the three-year old level.
3. Sufficient communication skills so that simple directions can be understood and basic wants can be expressed.
4. Sufficient awareness of his physical environment to exercise care in avoiding injury to self and others in the school group setting.
5. Personal care habits, such as self-toileting, should be established to the point where a minimal amount of aid is required from an adult. Readiness to acquire self-sufficiency skills such as feeding, washing, and clothing self should be present.
6. Exhibits readiness to communicate and interact, both in play and directed activities, with other members of his group.

7. Sufficient maturation and emotional stability to respond to adult direction and supervision in a group setting.
8. Physical stamina level to meet the rigors of the program.
9. Presents no *severe* emotional or personality problems indicative of emotional illness rather than mental retardation as the root of functioning problem.

In addition to the preceding guidelines for half-day services, children considered for *extended-day* attendance should exhibit the following:

1. Mental age functioning at approximately the four-and-a-half year old level.
2. Well-established personal care habits.
3. General cooperativeness in varied activities both in the special learning situation and in other school building areas.
4. Demonstrated tolerance for an extended time of school programing.

Full-Day Programs

The following are suggested criteria to guide school systems in selecting full-day enrollees:

1. Intellectual ability in the moderately retarded range.
2. Emergence at the pre-adolescent level; *approximately* 12 to 14 years of age would most likely be considered for enrollment. (Experience may indicate the desirability of lowering this suggested age stipulation.)
3. Displays behavioral stability and demonstrated proficiency to function in a more lengthy structured school situation.
4. Has learned to adequately inhibit or express his emotions in most of his daily experiences.
5. Accepts and performs home and in-school tasks and shows inclination to initiate constructive behavior.
6. Demonstrates adaptive behavior in self-help locomotion, personal hygiene, communication, etc.
7. Shows appropriate awareness and response to varying social interactions.
8. Identifies with, participates in, and contributes to those activities common to his group.
9. Exhibits the emergence of self-recognition and the need for self-esteem.

Curriculum

A curriculum is the instrument employed by the educator to implement the goals and objectives stemming from educational philosophy. The value of the curriculum depends upon how effectively it reflects these objectives and their presentation in a sound developmental pattern. A curriculum must be so structured as to be flexible in its scope and sequence application to individual skills and attributes. Judicious teacher implementation of the curriculum should reflect the student's past history, present abilities, and future growth potentials.

The translating of objectives into a curricular model is a most demanding and time consuming task. To aid teachers of trainables in this task, the Bureau, in cooperation with professionals in University programs and local schools, is developing a guide modeled upon the persisting life situations' curricular approach. The model is based upon the rationale that the 12 life situations represent a comprehensive spectrum of the persisting life needs of the trainable retarded. Life situations stated in objective form are:

1. Learning to keep healthy.
2. Learning to live safely.
3. Learning to understand one's self and to get along with others.
4. Learning to communicate ideas.
5. Learning good use of leisure time.
6. Learning to travel and move about.
7. Learning to contribute to one's financial maintenance.
8. Learning to assist in homemaking.
9. Learning to appreciate, create and enjoy beauty.
10. Learning to adapt and function in one's environment.
11. Learning to appreciate material values.
12. Learning to be a more reliable citizen.

The areas listed above represent the organization of the curriculum. A columnar format is being utilized to present the developmental sequence of particular abilities, skills, understandings, etc. The suggested activities begin with the younger trainable retarded and progress sequentially to the competency level of the more advanced group.

The six column headings being utilized are self-help skills, motor skills, social skills, academic skills, vocational skills, and resource materials. Desired pupil performances will be developed in operational statements of behavioral skills, understandings, etc., which progress in developmental sequence form: (1) lack of ability to perform; (2) through minimal and limited acceptable performance; (3) to realistic, functional, and desired performance; and, in some instances, (4) to behavior which is above the average performance for the trainable group.

Curricular charts developed in this manner provide teachers with graphic suggestions and leads for classroom instruction, will aid in identifying areas of competency and need in individual children, and provide a framework for assessment of pupil growth and development. Further, this curricular approach assists the teacher in evaluating her program efforts and aids her in determining whether curriculum objectives are being accomplished or if modifications are required.

Due to the unique aspects of local programs and of the particular abilities and interests of the teachers, it is anticipated that school districts may wish to develop their own curricular guide. The Bureau encourages ongoing curricular work on the local level. To facilitate the sharing of ideas it would be appropriate that local curricular efforts be structured to be communicable through the persisting life situations' approach. The gathering, editing, and dissemination of these various local efforts to other school systems in the state will insure that the knowledge gained in one area can be put to good use with trainable children in other areas. This sharing of efforts should lead to a greater sophistication in all programs.

Curriculum of Half-Day and Extended-Day Programs

The curricular offerings in the half-day and extended-day programs should concentrate upon the final two stages of the trainable program's continuum which are: (1) development of "learning to learn" skills and activities revolving around the learning of basic perceptual skills in vision, audition, linguistic, motoric, and other sensory modalities. Stress should also be placed upon activities which build basic social inner controls and external action habits and behaviors; and (2) emphasis upon the development of self-help and social skills which foster semi-independence in both home and school.

Programs organized for younger trainable pupils should emphasize the following persisting life situations: learning to keep healthy; learning to live safely; learning to understand one's self and to get along with others; learning to communicate ideas; learning to travel and move about; learning to assist in homemaking; learning to appreciate, create and enjoy beauty; and learning to adapt and function in one's environment.

Some trainable units serving a wide range of chronological, maturational, and developmental levels require the teacher to provide various portions of the curricular continuum to different groups within the unit. When it is necessary to teach a wide range of abilities, and/or cope with very immature behaviors, it is advisable to supply the teacher with assistance in implementing appropriate individual instruction. The employment of an Assistant Monitor-Special Education aide may increase the teacher's effectiveness in more adequately meeting individual needs.

Curriculum of Full-Day Programs

The curricular offerings in a full-day program should logically follow what has been accomplished in the earlier school experiences of the children. The enrollees should have developed adequate skills in the first two stages of the trainable program's continuum. The first two stages are: (1) some aptitude in "learning to learn" skills, inner controls, and external action habits and behaviors; and (2) adequate self-help and social skills allowing for semi-independence in both home and community. The full-day curricular offerings should concentrate upon the third stage of the continuum which encourages the development of the individual's full potential for independent action and the fostering of vocational or semi-vocational skills.

As was mentioned in the section dealing with the general trainable curriculum, the Bureau is developing a trainable curriculum using the persisting life situations' approach. It is recommended that the reader refer to that section to gain information relative to the curricular rationale and organization. The life situations which will probably receive the most emphasis in the full-day provisions are: learning good use of leisure time; learning to contribute to one's financial maintenance; learning to appreciate material values; and learning to be a more reliable citizen. Since the format of the curriculum allows for the sequential development of skills, the teacher in the full-day program has an opportunity to assess each individual pupil as to his competencies in the various skill areas. The second phase of the Bureau's efforts in developing a trainable curriculum will concentrate upon the publication of various teaching units which have been found successful in conveying the various objectives of the initial phase of the curriculum into practice in the classroom. Curricula development and modification is a dynamic process. Curricula need to be constantly surveyed and evaluated in light of the particular needs and abilities of the pupils enrolled in each of the programs.

Physical Plant

The facilities provided for these pupils should include an instructional area large enough so that work and movement can be carried on with a minimum amount of interference to others. Since the curriculum will include activities not always conducive to the traditional classroom environment, work space, ample table and counter areas are needed. Rooms should be large enough so that discrete areas can be set aside for various action activities such as hand tool and assembly tasks, homemaking, and crafts. Some programs prefer to provide an activity room adjacent to the more formal classroom setting for the action portion of the curriculum. The rooms provided should meet the accepted standards for health, fire prevention, adequate light, and safety required for regular classrooms. These children often have accompanying physical and motoric disabilities which require the highest quality physical environment. The rooms should have easy access to washrooms, other portions of the building such as the gymnasium, and to outdoor activity areas.

The rooms should be equipped with both a wash basin and an equipment sink. A water fountain within the room complex is also desirable. Adequate electrical outlets of both 110 and 220 voltage will allow for flexibility in curriculum implementation.

There should be provided a large number of lockable storage cabinets. This will allow for control of the amount of visible stimuli and also provide for storage of the wide spectrum of equipment and supplies used. They should be so constructed so as to allow for easy accessibility to the pupils. Some programs have used their storage facilities as dividers to furnish individual work cubicles for pupils in need of such an environment. The supplying of movable room dividers can also be used to accomplish this end. Consideration should be given for providing a carpeted area to allow for home oriented activities.

Examples of the forementioned desirable room characteristics can be found in the following trainable facilities: the Plamann School in Outagamie County, the Donovan School in Brown County, and the Rock County School for trainables.

Equipment and Supplies

The equipment and supplies provided should be extensive enough to facilitate the carrying out of curricular goals. Specific ordering of equipment should reflect the particular levels being taught and techniques being utilized to reach curricular goals. The classrooms should be provided with many of the standard supportive supplies such as scissors, paste, construction and writing paper, and chalk.

Depending upon the level being taught, the teacher should be in a position to order such instructional material as may be needed. Maps and globes may be ordered by the teacher of a full-day program to aid the youngsters in developing an appreciation of the scope of their total environment. A teacher developing a diorama of the community may request a wide variety of supplies to implement such a project. A classroom in which "learning to learn" skills are being emphasized will require a wide range of visual and didactic equipment and supplies.

Following is a resource list of equipment that is presented to indicate the diversity of equipment which might be considered. It is not intended to represent an all-inclusive listing of what might be utilized.

2 hard-topped tables at least 54 in. by 30 in.
12 straight-backed chairs for tables
teacher's desk
adjustable student seating facilities
filing cabinet
phonograph
tape recorder
primary typewriter
regular print typewriter
work benches or tool work counter
movable partitions
1 bed or folding cot
pail, floor mop, push broom, dust pan
ironing board
electric dry or steam iron
coffee pot
refrigerator
vanity table with large mirror
vacuum cleaner
section carpeting
electric stove
dishwasher
sets of various hand tools
light bat and outseam softball
softball mitt
basketball
volleyball
football
soccerball
badminton set
bedding
pillow
arts and crafts supplies —
  example: paints, paper, scissors, paste, etc.

Teacher Monitors

The growth of special programs for the retarded in Wisconsin has far exceeded the available source of fully certified teachers. Federal legislation has been passed to aid in meeting the manpower needs. Within the last few years new teacher training sequences have been added to several state universities to increase to seven the number of Wisconsin training institutions preparing teachers of the mentally retarded. There is a movement in the state to recruit and support with state funds young college students into training sequences as teachers of the retarded. All of these steps, however, do not meet the present demand for competent personnel.

The Bureau, recognizing this serious teacher shortage, is approving, on a pilot basis, the use of assistant-monitors in classes for the trainable. School districts wishing to employ assistant-monitors should contact the Bureau to ascertain whether or not their situation would be considered for approval. Employment of such paraprofessional personnel is not intended to supplant growth in program sophistication. It is intended as another means to service children of comparable age and abilities when they would otherwise not be served due to the lack of trained personnel.

The salaries of the assistant-monitors will be reimbursed on the 70% pro-rata basis if the following criteria are met:

1. Approval for use of such personnel is given by the responsible Bureau supervisor prior to employment.
2. Individual holds an assistant-monitor's special education license. Current standards stipulate that the assistant have 3 years of college training *or* 3 years experience with children in a structured group setting and be at least 20 years of age.
3. Classroom enrollments must range from 12 to 15 pupils.
4. Assistants must work under the jurisdiction of the professional instructor.

Refer to Chapter II for further clarification of criteria required for state support.

The role of the assistant is to support the teacher in a variety of instructional tasks ranging from preparation of instructional materials, such as work sheets, to accompanying children to the lavatories. Since trainable children, especially at the younger ages, present a wide range of management problems, the assistant can be of exceptional value in assisting the teacher in meeting the physical needs of the children. For example, the proper clothing of twelve young trainable children for winter weather presents a challenge to just one person.

Team Teaching

Approaching the education of retarded children using team concepts with trained teachers opens up new vistas for classroom instruction. Through the team teaching model the following program facets are feasible:

1. Children are given the opportunity to interact in depth with more than one instructional adult.
2. Assessment of pupil behavior and ability is enhanced due to the coordinated judgements of the teachers.
3. Possibilities exist for various grouping permutations on social, developmental, and intellectual levels because of the larger number of pupils available.
4. The possibility exists for giving immediate attention to learning needs in tutorial situations.
5. Teachers with specific areas of professional competency can extend their direct instructional influence to a larger number of pupils.

6. Teachers may be scheduled to allow time for the development of more comprehensive and refined teaching units.
7. The teachers have the opportunity to observe others in the instructional process and and integrate exemplary techniques and behaviors into their own professional efforts.

Implementation of a team teaching approach requires intensive preparation and planning on the part of all involved personnel. Teachers selected should exhibit the personality and professional traits required in this professionally and personally close interactive situation. They should have exhibited in their past endeavors sensitivity and respect for fellow professionals and children. The principal of the building housing such a program should be involved at every stage so that he will be able to support and guide teacher efforts.

Visitations to existing team teaching situations, correspondence with, and training in higher education institutions are suggested. The plan of action, instructional schedules, curricular provisions, and physical facilities should be based upon firm theoretical and empirical knowledge of past and present practitioners in this area.

One may find that the variance in behaviorial, academic, and social abilities of the retarded can be more adequately met through some manipulations in our traditional grouping procedures. The team teaching and teacher-monitor approaches are only two avenues for possible exploration. The Bureau is interested in sharing ideas from local personnel as they experiment in this area.

Transitional Program

The move to continue school services to older trainable level youngsters has brought with it continual efforts to broaden the scope of experiences offered to this group of youngsters. Some school districts in Wisconsin are presently initiating pilot programs which bring together the resources of the school with the resources of local community agencies. These pilot explorations are attempting to delineate the manner in which school and community programs may be coordinated to offer the youngsters the most appropriate and worthwhile experiences toward maximal self-sufficiency. They are intended to form a bridge between school and community, not a replacement for the previously mentioned half-day, extended, and full-day trainable programs.

The transitional programs are attempting to educate the upper level trainable in a more mature environment than can be provided in an elementary setting. The children are given an opportunity during the school day to attend sheltered workshop settings and to bring these experiences back to the classroom. In the classroom, the curriculum is centered upon emerging life needs and real life problems and how they can be met. Some of these classes are being housed in other-than-school plants so as to be in close physical proximity to other community services.

The Bureau has considered aiding school operated services in other-than-school facilities when: (1) there are clearly defined special education objectives; (2) certain aspects of the program, because of the needs of the children, can best be offered in other-than-a-school facility; and (3) the best interests of children are served by operating the service outside the regular school plant.

The Bureau would consider extending state reimbursement to a classroom for older trainable children outside a regular school environment on a pilot basis if:

1. A licensed teacher of the mentally retarded is employed in the classroom.
2. The physical plant meets all requirements for housing a school program.
3. The students enrolled are functioning in the moderately retarded range and their chronological ages are at least sixteen.
4. The classroom, teacher and pupils remain fully under the direction of the school board and school administrative staff.
5. The children enrolled would have available a full-day program of educational services.
6. Any integration of pupils in other-than-the-school program would be on the basis that the offerings of other agencies cannot be supplied in a school setting. For example, a half-day of school attendance and a half-day of day care attendance would not justify approval on our part. However, trainable class attendance and some training and participation in a pre-vocational and sheltered work program to learn vocational skills and adult social roles would be acceptable.

Any communities interested in the possibility of initiating an exploratory effort in this area should contact the Bureau. Continual effort in investigating various avenues of serving these youngsters is called for as populations of pupils change in their chronological and ability ranges.

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Programing Public School Services for Elementary Educable Retarded Children

Introduction

Prior to the development of Binet's measurement methods, educators were cognizant of the fact that there existed children who could not profit fully from exposure to the regular curriculum. Some classes were started for these "backward" children. Binet's approach gave educators an instrument to aid in the identification of these students. In Wisconsin, Milwaukee started its first class based on mental measurements in 1915. Since then, the number of classes has steadily grown.

In general, an educable mentally retarded child is defined as having an I.Q. between 50 and 80, exhibits social immaturity, and a demonstrated lack of academic proficiency. The school's responsibility to provide adequate developmental and sequential learning programs for these children has increased in the past few decades.

Prior to the organization of a specialized school program for this type of child, there was limited expectation for educational achievement. The increasing awareness of the need to provide special school services for the individual operating at these levels of mental functioning has been given additional impetus by the societal shift from an agrarian to an industrial economy with its resultant increase in technocracy.

The educable mentally retarded individuals were usually able to assume a position in society as a totally or partially self-supporting individual. This was accomplished with some degree of ease due to the availability of occupations which called for little or no real skill. The increased use of machines, fewer number of menial jobs, and a greater labor force seeking jobs at this level has made it extremely difficult for these individuals to obtain employment without some type of formalized education. Hence, the schools have been called upon to provide an educational continuum for this type of student which will provide him with the skills necessary to obtain such jobs.

Research has been conducted to determine the most advantageous school placement for this type of individual. Programs with specialized schools having separate entity, specialized classes within the regular schools, and programing into the regular classes have been investigated, analyzed, and evaluated. At present there is no one definitive answer as to which approach is most productive. In general, the trend based upon empirical results has been to special classes within the regular school. At present, approximately 95% of the educable mentally retarded youngsters enrolled in special classes in Wisconsin are being serviced in classes integrated in regular schools. The number of classes has been growing steadily. Wisconsin's program of state support and recent increases in federal funding have served as a stimulus to local school districts to develop and maintain classes of this type. It is hoped that continued support and encouragement for special classes will continue until all children at all levels of mental functioning will be placed in educational settings commensurate with their own individual needs. Further, all educable mentally retarded children will be afforded the full continuum of services described in the remainder of this section.

Pre-Primary Programs

Special class facilities, in meeting the standards for a full continuum of services for the retarded, should include pre-primary facilities. This type of facility has been the subject of much concern on the part of special educators in the past few years. Recent investigations into early identification, Head-Start programs, and other enrichment programs have shown the importance of early placement in a specialized setting for children with mental retardation. Therefore, the Bureau is encouraging this type of program for inclusion in the continuum of services for the retarded offered by a school system.

Aims and Objectives

Pupils who have been diagnosed as retarded should have the benefit of a specialized class situation as early as possible. The special teacher, through her skills, methods, and specialized training will be able to identify, remediate, and provide the proper learning atmosphere to help these students cope with their learning difficulties. Because of their limited intellectual capacity, these students, after exposure to the materials presented in the regular classrooms, may exhibit significant deficits in learning ability and subject voids and may begin to exhibit feelings of frustration and school alienation. It is felt that placement in a pre-primary room for the mentally retarded will enable the special teacher to provide these students with learning situations more appropriate to their level of mental functioning and thus alleviate or reduce the possibility of frustration.

Evidence also suggests the possibility that some students in the borderline area of retardation, especially those whose measured intelligence level is the result of cultural deprivation, can benefit from early specialized training to the point where they may eventually be returned to the regular classroom situation. One should not assume that every child placed in the pre-primary program will necessarily make sufficient academic gains to be placed in the regular classroom situation.

Criteria for Enrollment

Students considered for placement in the pre-primary program should have a measured intelligence level between 50 and 80 I.Q. They should be between the ages of 4 and 7 years chronologically with a mental age of less than 6 years. It should be stressed that the obtained I.Q. score should not be the sole determinant in placing a student in any type of retarded program. Careful assessment of the child's social abilities, school achievement, psychological makeup, and general functional ability should also be obtained and evaluated before such a placement is made.

Curriculum and Instructional Program

The curriculum should be so constructed as to develop the intellectual, linguistic, aesthetic, social, emotional, manipulative, and self-help skills. There are many ways of approaching the problem of developing a curriculum for the mentally retarded. Curriculum programs may be developed locally, at the state level, or at the college or university level. The Bureau has engaged in the development of a statewide curriculum. The intent of this curricular approach has been to incorporate the many resources at the local, state, and college levels in a cooperative and mutually satisfying approach to curriculum design and development. The purpose was to develop a suggestive curriculum guide which may be utilized, expanded, and implemented locally by special education practitioners.

The literature abounds with varied proposals and philosophical bases for curriculum design, especially in terms of what curriculum specialists believe should be the scope, sequence, and the organization of the curriculum. The curricular approach used in the State design is the *needs or problems faced by the group approach,* broadly construed, which develops out of the persisting life needs and purposes of the learner. The 12 persisting life situations or needs listed below were utilized as a framework for the curricular structure in educable mentally retarded classes.

1. *Learning to Keep Healthy* involves the essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest, and those necessary for the prevention and treatment of illnesses.
2. *Learning to Live Safely* involves the essential habits, attitudes, and skills necessary for safety in play, in work, in locomotion, and in an emergency.
3. *Learning to Understand One's Self and to Get Along with Others* involves the essential habits, attitudes, and skills necessary to understand and adjust one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.
4. *Learning to Communicate Ideas (3 R's)* involves the essential habits, attitudes, and skills that are commonly referred to as speaking, listening, reading, writing, and arithmetic.
5. *Learning Wise Use of Leisure Time* involves the essential habits, attitudes, and skills necessary for locating desirable sources of recreation and participating in wholesome activities.
6. *Learning to Travel and Move About* involves the acquisition of the essential habits, attitudes, and skills necessary for transporting one's self in the neighborhood, within the city, and to distant places, whenever the need arises.
7. *Learning to Earn a Living (Vocation)* involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available, and preparing for and getting a job.
8. *Learning Homemaking* involves the essential habits, attitudes, and skills necessary for the feeding, clothing, and housing of one's self and one's family.
9. *Learning to Appreciate, Create, and Enjoy Beauty* involves the essential habits, attitudes, and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express one's self through a variety of media (crafts, music, art, dancing).
10. *Learning to Handle and Adjust to One's Social, Technological, and Physical Environment* involves the essential habits, attitudes, and skills necessary in using social amenities and customs, using tools and mechanical equipment, and in understanding and adjusting to one's physical environment.
11. *Learning to Manage One's Money* involves the essential habits, attitudes, and skills necessary for budgeting one's money to gain maximum advantages from expenditures.
12. *Learning to be a responsible Citizen* involves the essential habits, attitudes, and skills necessary to understand one's heritage, to understand and participate in government and its processes, and to understand and exercise one's rights, privileges, and responsibilities as a citizen.

As a state department curriculum approach, the final guide is perceived as a broad, flexible model and framework for local school implementation. Resource guides, teaching units, and daily lesson plans may evolve within this suggested structure which reflect local philosophies, purposes, and situations.

The curriculum structure of the pre-primary room should be centered around readiness and socialization activities. Emphasis is primarily upon the development of the psychological functions, perceptual and sensory training, motor control, linguistic stimulation, habit formation, personal hygiene, safety, speech, and establishing proper peer relationships. Stress is placed on the development of emotional stability, group socialization, and self-help competencies. Improved adjustment to home and neighborhood demands comprise the objectives of these classes. Rhythms, games, arts and handwork, music, and the performance of simple activities are other facets of the daily program.

The Physical Plant

Pre-primary classes for the educable mentally retarded should be housed in a regular elementary school where feasible. Integration with their regular school peers' activities should be encouraged in as many ways as possible. Classrooms for the pre-primary level educable mentally retarded should basically be the same as those provided regular class children. They should, in addition, be designed to fit the special educational needs of the particular children to be housed in the room. The classrooms for this level need to be large and the interior arrangement flexible. The curriculum used at this level involves a modified activity-type program. Maximum utilization calls for a variety of arrangements of furnishings such as desks, cots, screens, piano, tables, chairs, and social play equipment. There should be adequate room for both individual and group activities, craft projects, rhythm work and games, social skills' development, rest, and practice in personal care.

Every classroom for the educable mentally retarded should have an alcove or some space divided from the main room in which various kinds of activities can be conducted. At the pre-primary level, this area would be available for individual or small group activities. This area would also provide a semi-secluded, less stimulating atmosphere for a hyperactive child or for the child who needs periodic rest times due to lowered vitality.

Other provisions that are required or desirable features of the pre-primary room are:

1. Sufficient light
2. Sufficient air space
3. Adequate ventilation and heat
4. Sufficient floor space for: (1) tables to seat the total enrollment at any given period; (2) audio-visual equipment; and (3) manual manipulation equipment desirable in the teaching of retarded children
5. Adequate bulletin board and chalkboard area on a 2:1 ratio located at a height appropriate to the students
6. Attractive painting and decoration
7. Tables
8. Individual storage space for filing
9. Teacher's desk and locked file
10. Sufficient locker space for outdoor clothing
11. Bathrooms in or in close proximity to the room
12. Carpeted area
13. Room and appropriate equipment or accessibility to a room and equipment for gross motor activities
14. Equipment and supplies commensurate with the activities of pre-primary children, e.g., model kitchen, building blocks, etc.
15. Room dividers for flexibility in room arrangement and quiet areas

In view of the fact that music, art, and rhythms are stressed in the program, some provisions should be made for these related activities. Whenever possible, a modern classroom should be provided with ample storage space and sink facilities at the rear of the room.

Inadequate physical facilities will not produce the objectives for which the special education curriculum is designed. The minimal criteria for approval of a physical plant may be stated as follows: The room or rooms for mentally retarded children should be as good but not necessarily any better than those provided by the local community for other groups of school children. The abovementioned description stipulates minimal physical quarters for retarded youth. A number of forward looking communities have attempted to develop optimum housing as recommended by the United States Office of Education. Their recommendations, wherein a classroom unit is based on 900 square feet, suggest a unit-and-a-half per 15 pupils to provide essential space for the broad non-academic activities of special education. A current listing of such up-to-date physical facilities in Wisconsin is available from the Bureau upon request.

Primary Programs

The full continuum of services for the educable mentally retarded includes a primary level program. This class would be comprised of students who are 7 to 10 years of age. Individuals in this class will have a variety of backgrounds in school experience. The teacher will have to be concerned with educational processes which will meet the needs of pupils who have had no schooling, pupils with kindergarten experience, and pupils with unsuccessful and frustrating primary grade experiences.

Primary level classes should serve the purpose of taking the individual at whatever level he may be and advancing him by the most appropriate teaching techniques applicable. For this reason, primary level teachers should be highly trained, skillful, and creative. The formation of desirable educational attitudes in the young educable mentally retarded will do much to enhance their future academic attainment throughout their remaining school years.

Aims and Objectives

The primary class should be concerned with the inculcation of the basic skills necessary for the full development of the limited academic potential of the young educable mentally retarded. Expansion of the individual's environment and help in developing and adjusting his self-concepts are pertinent to the program. Encouragement and help on the part of the teacher will help prepare the student to utilize his capacities, whatever they may be.

Due to previous classroom exposure which may or may not have been beneficial, the primary level teacher will encounter a great variance in attitudes and skills exhibited by the primary level educable mentally retarded students.

Understanding, skillfulness, a high degree of competency in the techniques of teaching, and a thorough knowledge of the psychological aspects of learning are, therefore, necessary attributes of the teacher at this level.

Criteria for Enrollment

Students considered for placement in the primary educable mentally retarded room should have a measured intelligence level between 50 and 80 I.Q. They should be between the ages of 7 to 10 years chronologically with a mental age of more than 6 years. It is stressed that the I.Q. score should not be the sole determinant in placing a student in any type of retarded program. Careful assessment of the child's social abilities, school achievement, psychological makeup, and general functional ability should also be obtained and evaluated before such placement is determined.

Curriculum and Instructional Program

Continued development of the intellectual, linguistic, aesthetic, social, emotional, manipulative, and self-help skills should be the concern of the primary program. Expansion of the child's horizon, increased relationship to the community, and greater understanding and control over his environment are some of the objectives. The use of field trips, demonstrations, and related classroom activities will enhance the experiential background for the primary level educable mentally retarded student.

Use of the state curriculum as a guide is recommended in the development of local curricula. Expansion and refinement of the student's exposure to the persisting life needs should be sought.

Students in the primary level educable mentally retarded room will exhibit varying levels of proficiency in dealing with these needs. Therefore, the teacher, cognizant of this fact, will strive to fit the child into an educational program that will take these factors into account. Many instructional levels will be evident. Enhancement of the child's capabilities to handle the problems of his environment can be accomplished in many ways. The potential of integrating one or many of the students into particular facets of the regular school program is one possibility. The use of the child's particular strengths in some area affords an excellent opportunity to introduce the primary educable retarded into situations calling for social interactions with others.

The Physical Plant

Primary classes for the educable retarded should be housed in a regular elementary school wherever feasible. The basic classroom should be essentially the same as those provided regular class children. The special educational requirements do call for particular refinements. Alcoves, carrels, or semi-secluded areas for individual or small group work is desirable. Maximum utilization of a wide variety of instructional methodologies calls for flexible arrangements. Furnishings should have the capability of being easily shifted and combined to provide maximum efficiency in providing learning stations appropriate to each particular method employed.

Other provisions that are required or desirable features of the primary room that were not previously mentioned or are substitutions for features mentioned in the section for the pre-primary are:

1. Student desks may be substituted for tables
2. Bathrooms do not necessarily have to be in the room
3. Equipment and supplies should be commensurate with the activities of primary group children.

Intermediate Programs

The intermediate class is generally the terminal point on the continuum of services for the educable mentally retarded at the elementary level. The complexity of the class structure becomes greater due to the increasing divergencies in individual backgrounds. Students whose only school setting has been a special class, students who entered the special class at the primary level, and students who are being exposed to the special education setting for the first time will constitute the enrollment. This divergency of backgrounds necessitates sophisticated ability grouping. Intermediate level students have usually been exposed to the more traditional approaches to learning. The use of more varied and specialized teaching techniques is therefore desirable.

The complexity of the learning situation is furthered by the student's increased awareness of himself in perspective to the rest of his world. His self-image may be seriously out of focus with reality. The building of good self-concepts is important at this age. Reassurance for the discouraged student, more accurate self-evaluation, and general self-acceptance of their limited ability becomes an integral part of the teacher's task.

Aims and Objectives

The intermediate level educable mentally retarded student offers a challenge to the teaching skills and competency of the teacher. The wide variation in backgrounds, abilities, and previously learned material necessitates wise use of grouping procedures and appropriate materials selection and preparation. The eminence of junior high with its greater opportunities for social interaction, the threshold of adolescence, and the increased self-realization of his limited ability add to the problems faced by the teacher.

Reinforcement of previously learned skills, expansion of the student's horizons, refinement of the use of the basic skills, and continued development of these skills are some of the objectives of this level. Alleviation of significant learning voids is also of prime importance.

Criteria for Enrollment

Students considered for placement in the intermediate room should have a measured intelligence level between 50 and 80 I.Q. They should be between the ages of 11 to 13 years chronologically. It is stressed that the I.Q. score should not be the sole determinant in placing a student in any type of retarded program. Careful assessment of the child's social abilities, school achievement, psychological makeup, and general functional ability should also be obtained and evaluated before placement is determined.

Curriculum and Instructional Program

At the intermediate level stress is placed on the role of the individual as a member of a larger group, that is, the community. Wider horizons reach out to the retarded. The basic skills are improved and all objectives sought at earlier levels are reviewed and reemphasized with expanded concepts commensurate with the students' level of ability.

Use of the state curriculum as a guide is recommended in the development of local curricula. Expansion and refinement of the students' exposure to the persisting life needs should be sought.

The enlargement of the opportunities for integration into regular school activities should be sought. Some students at this level may be minimally successful in portions of the regular school program. Flexibility in class scheduling is a desirable feature of the intermediate educable class.

The Physical Plant

Intermediate classes for the educable retarded should be housed in a regular elementary school whenever possible. The basic classroom should be essentially the same as those provided regular class children. The special educational requirements do call for particular refinements. The provision of small group or individual work space is encouraged.

Other provisions that are required or desirable features of the intermediate room that were not previously mentioned or are substitutions for features mentioned in the section for the pre-primary are:

1. The use of student desks rather than tables
2. Increased chalkboard space with the ratio of chalkboard to bulletin boards now between 2:1
3. Bathrooms within the rooms are not necessary
4. A carpeted area is not necessary
5. Equipment and supplies should be commensurate to the activities of intermediate level children

Services for the Multi-Handicapped Retarded

Introduction

Unfortunately, some children exhibit combinations of disabling factors or conditions. This type of child is often referred to as the multi-handicapped child. The combinations of disabilities found in these children can be many and varied. Deafness, blindness, mental retardation, emotional disturbance, learning disabilities, and orthopedic involvements can be components of this combination.

Currently, there are some specialized programs that provide educational opportunities for mentally retarded-orthopedically handicapped students and for mentally retarded-blind students. Future programs need to be developed to provide educational opportunities for other types of multi-handicapped children. These programs cannot be expected to develop rapidly. Generally, few areas in the state can be expected to have enough children exhibiting similar combinations of disabilities to consider organization of specific classes.

For the present, it is hoped that special education teachers will have had enough training and background in some of the other specialized areas to provide educational opportunities to these students exhibiting multi-handicapping conditions.

Mentally-Retarded-Orthopedically Handicapped

One of the major areas in which multiple-handicapped classes have been developed is the area of the mentally-retarded-orthopedically handicapped. Orthopedic schools have seen the necessity of providing more appropriate educational settings for those orthopedically handicapped youngsters evidencing lowered intellectual functioning levels. Mentally retarded students possessing other physical disabilities, who might benefit from the special facilities of an orthopedic school, may be admitted upon consultation and approval of the Bureau.

The objectives of such a program should be the same as for any class, the advancement of the student from his present operational level to a higher one on the educational continuum. The realization of this objective, however, is complicated by the multiplicity of the handicapped conditions. Basically, the curriculum and objectives follow those prescribed for the mentally retarded. The method of presentation and instructional techniques used should be varied to take into account the debilitating effect of the orthopedic impairment. The ingenuity of the teacher and the resources at her command will be major factors in establishing a stimulating learning environment.

Criteria for Enrollment

Establishing a definitive statement of enrollment criteria is tenuous. The difficulty of accurately assessing the academic potential of a mentally retarded-orthopedically involved youngster is well known. At the present time classes in operation actually serve both classifications of retarded. When more discriminatory devices are developed to aid in assessing the intellectual functioning of this type of youngster, classes designed to serve orthopedically involved youngsters who are trainable and orthopedically involved youngsters who are educable may evolve. At the present time, youngsters considered for placement in this type of class should meet the following criteria:

1. Show evidence of profiting from exposure to a learning situation.
2. Exhibit tolerance for others and be tolerated by others.
3. The orthopedic involvement must warrant placement in an orthopedic school facility.

Curriculum and Instructional Program

The curricular content should be so structured as to develop the intellectual, linguistic, aesthetic, social, emotional, manipulative, and self-help skills. The curriculum design used in the educable and trainable mentally retarded classes is applicable. As previously stated, the methodological approaches used and the techniques of instruction may and should be adapted to provide the maximum learning environment. The challenge presented by the retarded-orthopedically handicapped should motivate the creative teacher to develop new ways and means of instruction. Adaptation and modification of the instructional materials and tools of learning will enable students in these classes to realize their full potential.

Physical Plant

The development of a well-organized special education program necessitates classes for the mentally retarded and the physically handicapped being housed in a building with regular elementary students. This arrangement would afford integrative possibilities. Seriously involved youngsters could be programed for instructional purposes in classes for the multiple handicapped as well as classes for the mentally retarded. The therapy section would be available for treatment and integration with regular elementary students would be possible. The room requirements would call for a larger-than-average classroom to allow for the use of necessary specialized equipment. Alcoves or small work areas for individual or small group activities are highly desirable. The furniture used should be of the type that would allow flexibility in arrangement. Due to the physical handicaps manifested by the students, many specialized seating and work surface arrangements will be necessary.

Other provisions that are required or desirable features of the mentally retarded-orthopedically handicapped room are:

1. Sufficient light
2. Sufficient air space
3. Adequate ventilation and heat
4. Sufficient floor space for: (1) tables, desks, wheelchairs, or other equipment necessary for seating the total enrollment at any given period; (2) audio-visual equipment; and (3) manipulative equipment desirable in the teaching of mentally retarded-orthopedically handicapped children
5. Adequate bulletin board and chalkboard area on a 2:1 ratio located at a height appropriate to the students
6. Attractive painting and decoration
7. Tables
8. Individual storage space for filing
9. Teacher's desk and locked file
10. Sufficient locker space for outdoor clothing
11. Bathrooms in or in close proximity to the room
12. A carpeted area
13. Room and equipment or accessibility to a room and equipment for gross motor activities
14. Room dividers for flexibility in room arrangement and for developing quiet areas
15. Tables and desks of varying sizes to accommodate body clearance for wheelchairs and relaxation chairs
16. Stand-up tables
17. One or more chairs on rollers
18. Folding screen to segregate a child who needs a quiet atmosphere
19. Cots available for students who may require them
20. Manipulative materials
21. Typewriters, manual and electric
22. Materials for modified motor-perceptual training
23. Possible closed circuit television or telelecture facilities to provide instruction for the non-attending more seriously physically handicapped on homebound service

In view of the fact that music, art, rhythms and related activities are stressed in the program, some provision should be made for these related activities. Whenever possible, a modern classroom should be provided with ample storage space and sink facilities at the rear of the room. Inadequate physical facilities will not produce the objectives for which the special education curriculum is designed.

Blind-Mentally Retarded

The Wisconsin School for the Visually Handicapped operates a service designed to provide educational opportunities for blind-mentally retarded youngsters. This class is designed to meet the needs of blind youngsters classified as educable mentally retarded. The curricular scope, sequence, and content is not designed to meet the needs of the trainable mentally retarded.

Multiply handicapped children with questionable psychometric findings can be accepted on a trial basis for long-term "child study" purposes. Periodic evaluations determine the status of these pupils in the program as well as their eligibility for continued attendance as a general school pupil. Selected trained houseparents act as skilled observers of the social, emotional and psychomotor aspects of the blind-retarded child's development. Information obtained in this manner, together with other pertinent medical, psychological and school sources data, is utilized in aiding these children in their physical, social and emotional progress toward maturity.

Current policies indicate a class size range of 5 to 10 pupils, the composition of the group suggesting whether the outside number is indicated.

Aims and Objectives

The objective of the program is self-help and social growth whereby subject matter skills incorporated as readiness for academic work is demonstrated. The major areas of learning and training are in keeping with the curricular approach suggested in the state curriculum for the retarded based on the needs or problems faced by the group approach. It is also suggested that integration with other students be carried on as much as possible to aid in the development of social interaction skills.

The teacher of the blind-retarded should have, in addition to certification in the field of mental retardation, general classroom experience with blind children.

The blind retarded, with the help of a highly specialized class structure and understanding teachers, can be expected to achieve academic success at their potential.

Criteria for Enrollment

The criteria for eligibility for placement in a class for the blind-retarded are:

A. Intelligence quotients in the 55 to 85 range to include the borderline retarded and the mildly retarded educable levels.
   1. A minimum mental age of at least 4-0 before admission.
   2. Questionable cases where precise psychometric scores are not obtainable should be at least suspected of functioning in the range stipulated in (A) and approximate the minimum intellectual level indicated in (B). This determination should be made by a qualified school psychologist or psychometrist. These cases are to be admitted on a "child study basis" only, pending further evaluation and case review.

B. Must possess basic communication skills.
   1. Understands simple verbal directions.
   2. Expresses his basic wants.

C. Must exhibit development of basic safety habits.
   1. Understands concepts that prevent injury to self and others.
   2. Recognizes the needs of other persons in interpersonal interactions.
   3. Reflects behavior which minimally conforms to the social norms and to the regulations of the residential school.
   4. Does not reflect behavior which is persistently anti-social and/or excessively hostile.

D. Must exhibit development of basic personal habits.
   1. Toilet habits are well established.
   2. Ability to indicate or express toilet needs.
   3. Some demonstrated readiness or ability in eating skills.
   4. Some demonstrated readiness or ability in personal hygiene skills.

E. Must exhibit stability in social and emotional areas.
    1. Relates with minimum adequacy and in a fairly consistent fashion with peers and/or authority figures.
    2. Demonstrates a recognition of the needs of others in dormitory, school, and play situations.
    3. Demonstrates behavior which meets standards of reliability, dependability, and trustworthiness.
    4. Reflects social behavior which is consistently typical rather than atypical or asocial.
    5. Can delay a gratification of his immediate short-term needs and show some persistence in striving for long-term goals.
    6. Where an obvious home need is present, admission to the program will be only upon the considered recommendation of a psychiatrist.
    7. Children with gross neurological impairment, or other seriously disabling conditions, are to be carefully evaluated before admission is indicated.

In addition to the generalized criteria indicated above, the following specific criteria are used to determine eligibility.

A. Psychometric:
    1. Hayes Revision of the Binet Scale
    2. Vineland Social Maturity Scale
    3. Maxfield-Bucholz Scale of Social Maturity
    4. Behavior histories and inventories
    5. Observations of psychologists and WSVH staff
    6. Wechsler Intelligence Scale for Children (Verbal)

B. Medical:
    1. Opthalmic examination
    2. General physical examination — including audiometric
    3. Psychiatric examination when indicated
    4. Neurological examination when indicated

The minimum chronological age is six years and this age must have been reached by September 1 of the school year in question. All children are to be enrolled on a trial basis with periodic evaluations to determine the status of individual pupils and the program. "Child Study Basis" pupils especially are involved here and this trial basis should be indicated to the parents at the time of enrollment.

Curriculum and Instructional Program

Curricular content of the blind-retarded classroom will be concerned with the development of intellectual, linguistic, aesthetic, social, emotional, manipulative, and self-help skills. Instructional materials and methods designed to meet the needs of the blind and visually impaired will be used. At the same time, these materials and methods must be commensurate with the intellectual functioning of the educable retarded. The scarcity of instructional materials meeting these requirements will necessitate the teacher to call upon her creativeness and ingenuity.

The curriculum for the educable mentally retarded, as suggested by the Bureau, should be used as a guide in developing the curricular structure of the blind-retarded class.

Mentally Retarded-Deaf

Most recently, attention is being given to the development of a suitable learning atmosphere for children exhibiting mental retardation and loss of hearing. This particular combination of disabilities poses a real challenge to the special educator.

The question arises as to which is the most disabling factor, deafness or mental retardation. It would appear, at the present time, that deafness may constitute the biggest obstacle to effective learning. In order to learn, the learner must be able to communicate. That is, he must be able to extend to and receive from others, sysmbols, sounds, or gestures which convey meaningful thoughts and expressions.

This communicative process is difficult to establish in a deaf child and becomes even more difficult when deafness is accompanied by mental retardation. It would seem, therefore, that the primary objective of the class would be to establish a meaningful communication process. This may be highly individualized in the initial stages. Many of the pupils will have basic rudiments of some type of communication system which they used in the past to make their needs known in the home situation. The teacher would necessarily have to familiarize herself with the communication system used by each individual child in his or her home situation. Using this as the base, the teacher would then be in a position to expand and broaden the child's communication processes. It would also seem that this communication system could be developed more easily in the younger child than in an older child.

This type of approach requires the teacher(s) to be knowledgeable in the concepts of child growth and development, the principles of learning, and in teaching the communicative processes. The teacher must be capable of adapting and devising extremely individualized approaches to learning.

The class size would necessarily be small, perhaps a maximum of three or four. After a basic communication process has been developed, it would seem feasible to place the child with other deaf or mentally retarded youngsters to develop and refine skills in interpersonal relations. Isolation with one teacher may encourage refinement of the communication process on a highly personalized level. The opportunity to interact and use these skills must be broadened to include other persons so that competency will be developed in communicating with all individuals.

Children placed in such a class should meet the multiple criteria for the deaf-retarded. Equipment, supplies, and curriculum will initially be on a highly individualized basis. Conceivably, as the communication process is developed, the child might benefit from being placed in a regular classroom for the deaf or for the mentally retarded. On the other hand, empirical evidence suggests that special groupings might be necessitated involving the combined use of teachers of the retarded, the deaf, and supportive teacher aides.

At the present time, these recommendations are purely conjecture. Our knowledge and techniques of teaching these multiply handicapped children are presently limited, but it is hoped that more sophisticated approaches will be developed through experimental approaches in the near future.

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Upper Level Programing: The Junior High Level

Introduction

The launching of special education in Wisconsin after World War I provided the initial opportunity for retarded children in our state to receive a public school education. The necessity for total mobilization during World War II, and the contributions made by all men and women including the mentally handicapped and slow learners in the military services, have pointed up the needs as well as the advantages of having these students educated to their fullest capacity. Since that time there has been a concentrated effort on the part of school administrators, teachers, and parents to maintain and expand special education facilities for all handicapped students who can profit from a developmental special education program.

The farce of promotion without achievement or satisfaction to either the student or the teacher reached its climax in the fifties. At the same time recognition of the need for realistic and meaningful programs for the adolescent retarded slowly developed. Programing for a class of older mental retardates demands definite organizational spadework. Initial planning involves acceptance of this class by the general teaching staff, the students, and their parents. Such a special class, operating on an integrating basis, calls for a special class teacher with personal and professional attributes which make him acceptable to his peers in general education.

Programs for the mentally retarded at the Junior High level have been operated in Wisconsin for many years. Historically, the first unit was developed in the Fond du Lac Junior High School in 1923. This administrative arrangement has become quite typical in cities where a Junior High School exists and where enrollment size is sufficient for a specialized program to be practical. Urban and rural communities with small numbers of mentally retarded students must adjust their existing physical and organizational structure to accommodate them. Regardless of where a mentally retarded pupil is identified, his programing should be deemed as important as that of any non-handicapped pupil of school age within the community.

Aims and Objectives

The objectives for upper level programing should be considered in terms of the persisting life situations which are a function of the recurring life needs of the learner as dictated by his unique growth patterns and the type of society in which he lives. The following 12 persisting life situations have their foundation in the fundamental problems of daily existence as these relate to the mentally retarded:

1. Learning to keep healthy
2. Learning to live safely
3. Learning to understand one's self and to get along with others
4. Learning to communicate ideas
5. Learning wise use of leisure time
6. Learning to travel and move about
7. Learning to earn a living
8. Learning to be a homemaker
9. Learning to appreciate, create, and enjoy beauty
10. Learning to handle and adjust to one's social, technological, and physical environment
11. Learning to manage one's money
12. Learning to be a responsible citizen

Criteria for Enrollment

Adolescents are usually not admitted to the special class until they are 13 years of age and have a mental age of about eight years. The age range ordinarily encompasses those students from 13 to 15 years.

Curriculum and Instructional Program

The ultimate goal for the Junior High program is to adequately prepare adolescents for placement in the Senior High School program. To attain this goal the curriculum should stress emotional independence, social growth and self-discipline as well as the tool subjects.

In Junior High special classes, greatest application is made of the tool subjects in integrated centers of interest. The curriculum is greatly expanded since chronological ages vary from 13 to 15 with a wide variance of mental levels, abilities, and interests. Since the Junior High is oftentimes the terminal point in the education of retarded adolescents, many skills, concepts, and activities are necessarily telescoped within the present curriculum. This situation should undergo rapid change with the extension of the compulsory school attendance laws to age eighteen.

The curriculum stresses the development of language arts skills because so often the adolescent's speech, writing, and reading are his weakest subject areas. While academic skills have relatively little intrinsic value to slow learners, they are extremely important tools necessary in daily living and to the continued acquisition of information and knowledge.

Special mathematics stress the fundamental concept areas as well as the development of concrete factual concepts. It is most important that retardates begin to apply measurements, comprehend our monetary system, understand simple fractions, and are familiar with the various measures of time used in everyday "life situations."

Social studies and science are a sequential extension and enrichment of the curriculum pursued in the intermediate grades; stressing travel, places, and people in the social studies area and tools, machines, weather, plants, and conservation in the science area. Physical education, home economics and industrial arts are areas where the retarded adolescents can be integrated.

The Junior High School should not include experiences expressly defined as being "vocational" in nature. However, orientation to the world of work and work adjustment concepts are an important element of the curriculum at this level. For example, students can be provided with an introduction to or a broad study of jobs and industries within the community. This study should be supplemented by the use of printed and audio-visual materials and accompanied by discussions and field trips to the various industries with a follow-up study in the classroom. Students should become familiar with general types of unskilled or semi-skilled occupations generally available without placing undue emphasis upon "specific" job training.

The Junior High School is viewed as one aspect of the total special education continuum and as a transitional period before entering a planned, meaningful Senior High School program.

The Physical Plant

Proper housing facilities are essential for the development of a special curriculum in the Junior High School. The special education classes should be located in the Junior High building with pupils of comparable chronological age so that selective integration is feasible. The Junior High classes should be permitted access to the equipment and facilities of the building and receive the attention of the pupil services and specialists on the staff, such as the nurse, guidance counselor, speech clinician, shop, homemaking, art, and physical education instructors.

The nature of the instructional activities makes it imperative that the classroom be at least standard size. The room should be equipped with a sink and counter. Bulletin and chalkboards should be provided. The advanced class has need for more bulletin board space. Several electrical outlets will be required because of the iron, stove, refrigerator, and other housekeeping equipment that is frequently used. Storage needs for housekeeping equipment, tools, paints, and other media requires additional space. This group should have been previously trained to use wall lockers.

Teachers require storage space for their wearing apparel, typewriter, records, record player, books, and other instructional and handwork materials. There should be space for filing cabinets, audio-visual aids, and equipment, some of which will be situated permanently in the room and some on loan from the instructional materials center within the building.

Upper Level Programing: The Senior High Level

Introduction

During the last two decades and particularly within the last five years, the concept of special education for the retarded has seen considerable emphasis placed on the two extremes of the retardation continuum, i.e., the lower functional trainable retarded group and the higher mildly and borderline retarded group at the high school level.

Extension of the compulsory school attendance laws through age 18 has increased the need for secondary level programing in order to provide equalized educational opportunities. The function of the modern senior high school is gradually evolving into broader preparatory areas, i.e., college, liberal arts, and vocational. Comprehensive secondary education accepts the challenge of meeting the needs of students who can benefit from an appropriate educational atmosphere.

The North Central Association has stated that "An educational program that is concerned only with preparation for college can no longer be considered as adequate offering for a school . . . the program should provide for the interest, needs, and abilities of all the pupils, as well as for the requirements of the community and the public supporting the schools." This philosophy is the basis for the extension of the education of the retarded adolescent from his terminal position at the conclusion of elementary or junior high school at the age of 16 and has placed him in high school programs which are parallel in time and schedule to those of his age peers with normal intelligence.

Under Wisconsin statutes, senior high schools, vocational schools, and vocational rehabilitation services all have a responsibility to provide for the education and training of older mentally retarded students. The statutes do not place sole responsibility on any one of these agencies, therefore, the inference is that it is the mutual responsibility of all. Within the public school structure the senior high school has a responsibility for providing for those pupils who have sufficient intellectual ability, social maturity, and motivation to attend a modified high school program.

Under Section 40.90 (1) the standards for admission to high school have been set with sufficient flexibility to admit the mentally retarded to secondary level services. Similarly, under Section 41.18, this type of student may be included for vocational school service. Under Section 41.71 (3a) rehabilitation services have been declared available to anyone having a mental or physical defect.

The situation, however, under these legislative mandates still has sufficient flexibility for a wide variety of programs to be implemented at this level as local conditions and facilities direct. In the past this has been one of the most neglected areas, as well as one holding the greatest promise for development of constructive programs for the social and economic adjustment of the majority of mildly retarded adolescents. Particularly in the area of work adjustment experiences such programs should be planned and developed cooperatively through the active participation of all three services at the state and local level. Teamwork will undoubtedly bring about the most effective results in providing other members of the education team, i.e., administrators, regular classroom and shop teachers, psychologists and guidance counselors, with the support and inspiration which is needed for the successful integration of a special program within the regular high school.

Recognition and utilization of learning principles will provide experiences and opportunities to aid the student in achieving maximum effectiveness in meeting his recurring and persisting life needs. It is here that the professionally trained special teacher can make significant contributions to the team approach in providing effective programs for the mentally retarded. It is the special educator's responsibility to share with his colleagues some of the psychological factors of learning which are operative among the mentally retarded and affect the total learning process and product.

The teenage retardate is one who is unable to profit sufficiently from the curriculum of the regular secondary schools, but who can be educated to become socially adequate and occupationally competent, provided special educational facilities (or classes) are furnished. Their long-range anticipated goal is *independent* living as opposed to *semi-dependent* status at the adult level as in the case of the trainable.

Aims and Objectives

The senior high school program places emphasis on the individual as a citizen, as a homemaker, and as a participating member of the community. The ultimate goal is the development of a socially competent and economically self-sufficient individual.

The necessary concomitants for an effective and productive educational training program, listed below, are construed as essential content area skills necessary for effectively meeting the persistent life needs of the retarded:

1. To succeed, the program must elicit and obtain the interest, effort, and approval of the administrative and teaching personnel of the secondary school.
2. To succeed, the special class teacher must have, in addition to the professional training and experience required for working with the mentally retarded adolescent, the ability to enlist and sustain the interest and cooperation of secondary school co-workers in the program.
3. To succeed, the curriculum should have four major emphases:
   a. Development of personal-social competencies and relationships
   b. Development of basic skills and understandings and useful application of academic learnings in daily living
   c. Development of knowledge of community activities and responsibilities
   d. Development of vocational competence through work-experience, vocational counseling, and follow-up
4. To succeed, the program must provide opportunities for a student to meet his peers on one or more planes of interest and ability — integration in such classes as physical education, music, art, industrial arts, home arts, and typing is implied.
5. To succeed, the program must provide for the greater portion of the students' time to be spent with the special teacher for small group or individualized teaching and learning.
6. To succeed, the general and specific objectives of the program must be based on recognition and understanding of the capacities, interests, drives, and attitudes of the mentally retarded and should provide a program of functional academics which will bring a fuller and happier life to the mentally retarded adolescent.

Curriculum and Instructional Program

The secondary curriculum should be so organized that provisions can be made for the types of learning experience that each mentally retarded student needs. The curriculum must provide for the extension of concepts and cognitive skills which have been previously learned as well as for the exploration and development of new concepts.

English classes develop to the maximum each student's capabilities toward achievement of basic fundamentals in oral and written expression and in reading for enjoyment and information. Basic, general, and practical math should be designed to provide the student with basic fundamentals they can use in the home and on the job. Sequential presentation of concepts will expose the student to information and experiences in handling problems of the citizen living in a democratic society. Knowledge and understanding of past and present events of the state, nation, and world is necessary for the attainment of a successful and happy life in the community. Community life studies will help the student overcome anxieties about social relationships in school, in the family, and on the job. Unit topics should be designed to anticipate many of the obstacles the student meets by stressing such areas as teenage problems, family living, and occupational analysis. Opportunities for integration into regular classes should be existent. A school-sponsored work experience program provides an opportunity for selected mentally retarded students to gain occupational experience.

Criteria for Enrollment

Our high school population is rapidly changing from the presumably academically inclined group of a generation or two ago to a much more diversified group. In many Wisconsin high schools, program modifications are underway in an attempt to reduce academic casualties. In the past, many of the school drop-outs were among the slow learning group. Consequently, as high schools work to reduce drop-outs, they are also working to keep more slow students in school. To combat this problem, schools are expanding their programs to include such innovations as the slower track curriculum, technical and vocational training for slow learners, and special class programing for the mentally retarded.

Each secondary retarded enrollee should receive the benefits of individualized evaluation and differential diagnosis. A staffing (meeting of the school psychologist, principal, guidance counselor, classroom teacher, prospective teacher) should be held to determine the most appropriate placement for the individual. Guiding principles which may be used with some flexibility in the selection and placement of pupils in secondary special classes are as follows:

1. Intellectually, these special program candidates usually should have intelligence quotients in excess of 60-65. More seriously retarded pupils will not be able to live comfortably in the organizational complexity of the average high school. The upper limit for a special class group is generally in the 75 to 80 intelligent quotient range. In special individual cases, the Bureau for Handicapped Children will authorize placement of an individual in the 80 to 85 I.Q. range. *Prior approval is required* in these instances.
2. Social competence evaluations should indicate that the special class student has a social maturity level of at least ten years. This can be assessed by a social history and the use of personality tests.
3. Academic attainments in the three R's should be emerging at a level so that the special curriculum can utilize the printed word and simple mathematical concepts.
4. The enrollee should be free of major personality disorders so that the program can be conducted on an educational basis rather than on a psychotherapeutic foundation.
5. Chronological ages should range from approximately 15 years to 19 years so that the retarded enrollees resemble their normal peers in this regard.
6. Previous enrollees from elementary and junior high special education programs generally make satisfactory adjustments in a senior high setting. Placement of 16 to 18 year olds is discouraged.

Recognition of Attainment

The program should deserve and receive organizational status as a bona fide educational program of the schools. Students should be classified according to general classification practices, e.g., freshman, sophomore, junior, and senior. School credit toward graduation should accrue to special education students as a result of an evaluation by their special teachers. Credit for participation in work experience programs is an essential program element. Pupils should be graduated with the same kind of diploma that is given to other students unless present school board practices include provisions for different diplomas for different courses of study. The academic transcripts which stand behind each diploma should convey the true picture of the differences in the courses and indicate the real differences in the capabilities of the recipients. These transcripts and school records should be maintained in the school's files for future reference by rehabilitative, social security, and social casework agencies.

This formalized recognition of tenaciousness is often a strong incentive for the slow pupil and is a goal that is obtainable and yet cherished. It also indicates to the potential employer the pupil's ability to persevere through a specially designed sequence of training and experience.

The Physical Plant

Secondary special classes should be housed in the senior high school. Any deviations from this pattern of location leads to problems in effecting integration of the special class into the total school program. Special class students should be prepared to fit into the regular flow of the school society. This practice insures successful adjustment within the society-at-large at graduation from the secondary program. (Refer to "Physical Plant" in the Junior High section for further information.)

Special Equipment and Supplies

The following listing of suggested special equipment and supplies for senior high school special education classes is a result of actual classroom observation and suggestions of special classroom teachers. School administrators may use this listing in developing first-year units as well as continuing their cumulative build-up during subsequent years. This listing is not all inclusive and the resourceful special educator should supplement this listing with his own suggestions.

Math

Daily newspapers
Flash cards, including fractions
Thermometer
Calendar (individual)
Various catalogues
Money (preferably realistic)
Liquid measures
Dry measures
Number games
Number cards of all basic processes (graded difficulty)
Books and workbooks
Collection of bank forms-blank checks, savings account books, tax forms
Insurance policies—auto, fire, home
Social Security forms
Adding machine
Arithmetic games (Bingo, Dolch series, dominoes)
Cash register, cash drawer
Scales
Yardstick, tape measure, ruler
Receipt books
Flannel board

- Small clock faces
- Squared paper

English

- English workbooks
- Library books (high interest, low vocabulary)
  - Sports
  - Adventure
  - Biographies
  - Miscellaneous
- Driver's Education Handbook and Manual
- Industrial safety signs
- Highway signs
- Current magazines
- Alphabetizing files and 4x6 cards
- Telephone directory
- Radio
- Tape recorder
- Bulletin board
- Penmanship manual
- Alphabet wall cards
- Dolch reading aids
- Writing paper (theme, ink, typing, duplicator)

Science

- Textbooks
- Charts and posters offered by scientific companies
- Thermometers
- Plants, bulbs, seeds
- Science Experiment Book using home equipment for teachers
- Materials indicated in the simple experiments
- Prism
- Magnet
- Electric bell and buzzer
- Hot plate
- Fuses
- Flashlight
- Tuning fork, middle C
- Magnifying glass
- Simple machinery
- Health charts
- Anatomy charts
- First aid equipment
- Aquarium
- Compass

Social Studies

- Social study readers
- History text
- Geography text
- Scrapbook
- Current magazine (Look, Life)
- Flag
- Wall maps (County, State, U.S., World)
- Globes
- Mimeographed maps of U.S., sectional areas, world, North America and Wisconsin
- Local newspaper
- Map puzzles
- Holiday decoration aids
- Filmstrips
- National Geographic magazine
- Citizenship texts and workbooks

Practical Arts

Special class students should be integrated in the school shops and in home economics. The special education teacher should provide assistance to the pupils in completing their assignments and in the reading of the regular class assignment during available study periods.

Typing

Sufficient number of typewriters for selected groups to learn typing using the Rapid Typing Series.

Driver's Education

Proper age groups should be integrated with the school's driver education program for classroom and behind-the-wheel driver training. Special classroom teachers should provide assistance in reading, vocabulary recognition, and assignment completion during study or English periods.

Occupational Education

A vocational aptitude testing program should be developed.

Various application blanks from employment, Social Security Textbooks on The Job Ahead, S.R.A. Job Facts.

(Pocket Number II S.R.A. Life Adjustment Booklet, Teacher-Counselor Work Adjustment Program in the Community.)

Miscellaneous

- Individual desks (adjustable)
- Reading tables and chairs
- Folding screens, room divider
- Bookshelves
- Library carrels
- Ample storage space
- Filing cabinet
- Teacher's desk and chair
- Easel
- Bulletin and chalkboard space
- Available telephone
- Radio
- Manila folder
- Note pads
- Paper towels
- Construction paper
- White drawing paper
- Manila paper
- Tempera paints
- Water color
- Glue
- Colored chalk
- Masking tape
- Scotch tape
- Stapler
- Punch
- Paper cutter
- Kleenex
- Record player and records
- Professional books

The Work Adjustment Program

Introduction

There is probably no aspect of special education for the mentally retarded which is more important than that which concerns itself with social and occupational adjustment in adult life. Every teacher in special eduation is concerned with the end result of his training and struggles to prepare his young people so that when they leave school they will be able to adjust successfully to a job, to home life, and to their own social group.

If school experiences are not carried over into the mentally handicapped individual's vocational and social life, he is being expected to do the very thing in which he is known to be the weakest. Without help he is expected to transfer skills and information acquired in school to life situations. An additional complicating factor is also introduced when it is necessary for him to make this transfer and adjustment outside the protected environment of the home and school. He must adjust to competition with adults of normal intelligence, a group with whom he has never been able to compete on equal terms either in the school or in the community.

The Teacher-Counselor Program

A teacher-counselor program is a work-experience program developed for the mentally retarded in cooperation with the Bureau for Handicapped Children, the Vocational Rehabilitation Division of the Department of Health and Social Services, and the school districts operating a secondary special education class. This propram provides older mentally retarded students with an opportunity to experience realistic work situations while enrolled in a secondary school setting.

Through this cooperative agreement the Vocational Rehabilitation Administration contracts selected older special education students as their clients. Students are then placed in realistic work training stations in the community and in sheltered work environments and cooperating employers are paid a small training fee. The training situation may be in one or more of the following areas: grocery stores, floral shops, animal hospitals, nursing homes, retail stores, sheltered workshops, or other service type occupations.

Contents of a Teacher-Counselor Program

The work-experience program is two-fold in nature and integrates the content areas from each portion into a work-study program in which mentally retarded pupils are able to practice the patterns of behavior learned in the occupational phase of the school curriculum. Vocational courses will include such work-oriented subjects as: interpersonal relationships with fellow workers and supervisors, reactions to criticism, ability to use criticism constructively, occupational information, and preliminary work try-outs. A work experience program strengthens the development of work habits, attitudes, and interpersonal relationships and provides students with an opportunity to utilize the understandings and skills studied in school.

This work-experience program will include:

1. Vocational training, when indicated, which will provide students with general or specific trade skills to qualify them for semi-skilled work in industry.
2. Work-experience in part-time jobs in industrial and community settings where they can develop work skills and improve work habits, attitudes, etc.
3. Work-experience on sub-contract work in a sheltered workshop. Here they will be assisted in building a work-oriented personality which is capable of adjustment to work situations and requirements.

At placement, the retarded person will once more be informed that job counseling and guidance services will be available at any time he requires them. The integrated work adjustment program should include a follow-up service. This should occur at the end of six months and again at the end of a year following placement. Whenever indicated, the retarded person should be able to return to the work-study program for further service.

Work-Experience Curriculum

When a mentally retarded pupil is ready for the work-experience program, he will be considered and screened by both the teacher-counselor and the rehabilitation supervisor. The curriculum used will be refined and enriched by the experiences of teachers and pupils involved in the program.

Curricular content stressed in the work-experience program includes the following:

1. Specific materials relating to the work being carried out by the young people in the work-experience situation, and discussions of patterns of behavior, attitudes of their fellow-workers, and the requirements of the job.
2. Discussion of various responsibilities which come with being a worker, such as filling out an application for a social security card, the meaning of unemployment insurance, workmen's compensation, social security, etc.
3. Discussion of techniques of seeking a job, the kind of job one looks for, appearances, attitudes, and experiences of the young people as they actually look for jobs after a period of work-experience in the program.
4. Fundamental and work-related mathematics, reading, writing, speech, and other types of information which relate to the work situation.
5. Meaning of wage determination, minimum wage laws, budgeting a wage, how to work for an increase in salary, collective bargaining, and other types of information relating to working and supporting themselves.

Role of the Teacher-Counselor

The teacher-counselor serves as a liaison between the schools, parents, employers in business and industry, and the Vocational Rehabilitation Administration. There are currently two types of teacher-counselors. In large urban areas a full-time teacher-counselor is engaged as a member of the public school staff and is the liaison between the secondary special class teachers and the community. In communities where only a limited number of students are ready for the work-experience program, the special class instructor serves as the classroom teacher and as the teacher-counselor in the community.

Most vital to the success of this program is the classroom teacher. A major role of the classroom teacher is to organize and adjust her classroom program to enable the students to participate in the work-experience program. The responsibilities are as follows:

1. Select and refer students for participation in the program.

2. In cooperation with the rehabilitation counselor to make arrangements with community resources and industries for the placement of the student trainees.
3. Work with these agencies and industries in developing training material to be used in the program.
4. Work with the rehabilitation counselor from the Vocational Rehabilitation Division in placing students in a work evaluation program.
5. Help the trainees to overcome problems that may occur in the work situation.
6. Counsel students and their parents regarding the job placement and their progress and problems.
7. Visit the place of employment to consult with the trainees' supervisors as to their progress and/or problems.
8. Keep attendance records on the trainees.
9. Secure a sub-minimum wage permit for each student trainee.
10. Suggest to the teacher plans, ways, and means of improving the students' on-the-job performance while trainees are in the classroom.

Role of the Rehabilitation Counselor

The responsibilities of the rehabilitation counselor are to:

1. Secure medical reports from the trainees' family physicians in order to determine physical fitness.
2. Have the medical reports reviewed by the Rehabilitation Division's physician for final approval.
3. Assist the teacher-counselor in placement of the students in a work evaluation and also in their permanent placement after completion of the training period, if possible.
4. Secure working agreements with community agencies and industries participating in the program.
5. Be responsible for payment for services rendered in the training program.

Role of the Community

The abilities and interests of each student will determine the types of job training stations made available to him. The service, business, or industrial firms are not obligated to hire student trainees. Some of the responsibilities of the employer-trainers are to:

1. Work with the teacher-counselor in establishing a work training program.
2. Regard the student trainees as employees, although the trainees will not be paid employees of the agency or company.
3. Sign a sub-minimum wage permit before the student trainees begin work.
4. Enter into a working agreement with the Rehabilitation Division, concerning payment of fees for training services provided.
5. Exercise the right to request that trainees be removed from the agency or industry and/or training area if it is determined that the trainees are not competent in doing the assigned work, or if it is felt that the trainees could do a better job in another kind of work. This transfer to be done through the rehabilitation counselor.
6. Report on the progress of the trainees during the course of the training program.
7. Exercise the option of hiring the students on a part-time basis while the students are in training. This would be arranged through the teacher-counselor.

The school is in an ideal position to develop a teacher-counselor program because the school has been in contact with the students for a number of years and, being responsible for their training, is well acquainted with their individual abilities and personalities. The school has access to trained pupil service personnel, e.g., special class teachers, school psychologists, and guidance counselors to provide the necessary supportive services.

This work adjustment service can be successfully conducted in either area, rural or urban, in a high school district that operates a secondary special education program. Supervisors from the Bureau for Handicapped Children and representatives from the State Vocational Rehabilitation Division have been proposing this type of program to interested schools and CESA agencies throughout the state of Wisconsin. The success of many ongoing work-study services suggests the need to extend this concept to all secondary special class programs in operation throughout the state.

Financial, Budgetary, and Procedural Considerations

The teacher-counselor will be on the school payroll and be a member of the local school system qualified and licensed to teach the mentally retarded. He will also be subject to the qualifications and tenure standards which are equivalent to the standards applicable to employees of the Vocational Rehabilitation Division. The qualifications and tenure standards for the teacher-counselor are also those which apply to all certified professional teacher personnel of the school system.

In submitting Annual Plans of Service to the Bureau for Handicapped Children, pursuant to 41.01 (1), school districts and administrators of special education programs in counties and in Cooperative Educational Service Agencies shall indicate that they are planning to enter into a joint agreement with the State Department of Health and Social Services, Rehabilitation Division, to conduct an Occupational Adjustment Program for the mentally retarded under the provisions of this proposal. The plan shall indicate the following:

1. Specific Occupational Adjustment Program proposals
2. Procedures for financing
   Items 1 and 2 may be accomplished by submitting a copy of Form VRSE-2, Budget for Personnel: Occupational Adjustment Program for Mentally Retarded (See Appendix E).
3. Delineation of responsibilities of both public school personnel and Rehabilitation Division personnel in any proposed joint cooperative venture between the local schools, the State Department of Public Instruction, Bureau for Handicapped Children, and the State Board of Vocational and Adult Education, Rehabilitation Division. This criterion will be met by submitting a copy of the Joint Agreement for the Occupational Adjustment Program for the Mentally Retarded, Form VRSE-1 (See Appendix E).
4. A copy of the teacher's daily schedule showing the breakdown of special education and rehabilitation oriented periods.
5. Reports on progress of students in the work experience program will be prepared every

six months and submitted to the schools. The reports will be a cooperative responsibility of the teacher-counselor, the rehabilitation counselor, and the person or persons responsible for immediate supervision of the clients' work experience program.

6. Funds for this program will be that portion of the local school tax levy used in employing the teacher-counselor. Federal (V.R.A.) matching funds made available by this expenditure of local funds will be used by the State Division of Vocational Rehabilitation to provide the services and supervisory personnel in the participating school district as indicated in the Joint Agreement.
7. Each fiscal year (July 1 to June 30) the local school board will prepare a budget showing the percentage of time and percentage of salary of teacher-counselor personnel participating in the Occupational Adjustment Program for the Mentally Retarded (See Form VRSE-2 in Appendix E) and certify the availability of these amounts to the State Division of Vocational Rehabilitation prior to the start of the program (See Form VRSE-3 in Appendix E).
8. Case records maintained by the teacher-counselor will be designated as school and vocational rehabilitation records and will be available to both agencies. This program of service will be reviewed at scheduled meetings, once each quarter, or more frequently, if deemed desirable.
9. Contractual forms are signed by the school districts complying with regulations of Title V of the Civil Rights Act of 1964 (P.L. 88-352).

The state educational agency encourages joint Bureau and Vocational Rehabilitation Division staff participation with school administrators, school boards, and other interested personnel in discussing the feasibility of a work-experience program. Additional information may be obtained by contacting the Bureau for Handicapped Children, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703.

Cooperative School-Community Programing

Transitional Services

Schools are increasingly providing the services needed to help educable retarded youth make the transition from school to employment and adult living. For those adolescent retardates who are not capable of meeting the criteria for placement in a high school special education class, other services can be provided. These services would enable them to participate in a socially useful way to the community if training is designed and presented to meet their needs.

Salvatore G. DiMichael has proposed a classification model to serve as a practical guide to the personnel of vocational rehabilitation and education agencies as they work together. This classification scheme is based on the overall vocational prospects of retarded adolescents. It is as follows:

1. ***Directly placeable group (from school to job).*** This group is composed of young adults for whom special education proves sufficiently effective as preparation for employment, and who may become employed in competitive jobs directly from schools. These persons may be assisted in finding suitable employment by school counselors, employment services, family or friends, and the vocational rehabilitation counselor only in special cases.
2. ***Deferred placeable group (postschool preparation to job).*** These are young adults in need of additional services beyond those offered by the school. They need further preparation and assistance, such as pre-vocational and vocational experiences, physical or psychiatric evaluation, treatment, on-the-job training, counseling or personal adjustment training, before they may be placed in competitive employment.
3. ***Sheltered employable group.*** These are young adults who are capable of partial self-support in a carefully supervised environment of a sheltered workshop, after preparation services beyond school.
4. *Self-care (non-self-supporting group).* These include persons who may partially care for themselves in the home and be able to participate in a 'social therapy center' but who are not capable of engaging in productive employment even in a sheltered workshop.[1]

As implied in the above classification, most of the "directly placeable group" should be able to find and make successful adjustments in employment through the efforts of the school, employment service, family and friends with only occasional counsel and assistance from the rehabilitation agency.

Vocational Rehabilitation

In order to bring services to its less fortunate citizens, the state vocational rehabilitation program fosters the development of rehabilitation programs in communities. Vocational Rehabilitation Administration funds are used in a cooperative effort to establish and support services. The rehabilitation agency is especially equipped to provide the specialized services needed by those young adults who are not yet ready for employment at the end of "upper level programing" and who need additional in-school and post-school services beyond those offered by the school. School personnel should establish close working relations with rehabilitation personnel in their respective areas. Schools should be selective in their referrals to prevent overreferrals of clients to the rehabilitation agencies. Use of the Inter-agency Referral Form for the Mentally Handicapped by school personnel is encouraged (See Appendix B).

School-Community Work Experience Programs

A school-community work experience program is often the adhesive that holds the slow learner in school. It provides him with a positive sample of what adult life has to offer and yet impresses him with his need for more education. It affords the special class teacher the opportunity to relate work in academic areas to the job training experience of his special pupils.

A work-experience program operating from a secondary special education class is the key transitional step between the classroom and "open" employment in the community. It is in this area of school-work-experience programs that close teamwork and liaison between the public school and Vocational Rehabilitation is essential. The operation of such a program is described under secondary programs in an earlier section of this chapter.

Sheltered Workshops

Sheltered workshops vary widely in name, purpose, and program. They may be called sheltered workshops, occupational training workshops, rehabilitation centers, work adjustment centers, or opportunity centers. By definition, the sheltered workshop is a work-oriented rehabilitation facility with a controlled working environment and individualized vocational goals which utilize work experience and related services.

The workshop provides opportunity for the handicapped person to work and to earn a wage. As a training facility geared to the encouragement of good work habits and the development of simple work skills, the workshop aims toward improved vocational, personal and social adjustment and serves as a laboratory for extended vocational evaluation. The workshop provides post-school preparation for a job to young adults who are in need of additional services beyond those offered by the school. These young people need further preparation and assistance in such areas as pre-vocational and vocational experience, physical or psychiatric evaluation and treatment, on the job training, counseling, or personal adjustment training before they may be placed in competitive employment. Another group to receive services at the workshop are young adults who are capable of partial self-support in a carefully supervised environment in the workshop after preparation services beyond school.

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[1] DiMichael, Salvatore, G., in ***Preparation of Mentally Retarded Youth for Gainful Employment.*** U.S. Department of Health, Education, and Welfare. U.S. Government Printing Office, 1959.

The sheltered workshop is usually a community enterprise, organized by a local board along lines suggested by vocational rehabilitation. The Rehabilitation Division does not control the workshops, but as the principal purchaser of services, it can influence direction.

The aim of a sheltered workshop is to make the retarded employable. If a workshop is to help accomplish this goal, it should ideally perform these functions:

1. Provide a laboratory for vocational diagnosis and evaluation
2. Provide a practical and realistic setting for vocational training and adjustment
3. Provide a setting for sustained focus on the total needs of individuals
4. Provide a controlled environment
5. Provide a therapeutic work experience
6. Provide follow-up services
7. Provide gainful employment
8. Provide purposeful activities contributing to the general rehabilitation purpose

Public Law 565 made possible the financial assistance essential to establish or expand sheltered workshops. Federal funds utilized on a matching basis help modify existing buildings for use as workshops for the rehabilitation of the severely handicapped.

Recreational Opportunities

Like the non-handicapped individual, a retarded person has a vital need for satisfying recreational experiences and successful social interaction during periods of leisure. A modified recreational program can be made available to the retarded through playground and park activities, swimming, day and summer camps, social groups, after-school clubs, and summer session activities.

In community situations where a recreational program is operating in conjunction with school programs, it is possible for a trained staff person to coordinate recreational activities for specific groups of mentally retarded children and youth.

Public Education

Broad public awareness, understanding, and acceptance of mental retardation and its many personal and social implications are essential features of a community and school program. Without a recognition and acceptance of the needs of the retarded, educational programs would be difficult to initiate. At least a segment of the public must recognize problems and needs and feel the responsibility of meeting the needs. The community should also understand the nature of the difficulties which the retarded face and assume or understand an accepting attitude.

A misinformed public with stereotyped attitudes toward mental retardation can reduce the effectiveness of the training and educational program of the school. A trained staff person can enlighten the lay public about the nature of mental retardation. There has been a most significant increase in public awareness and understanding of mental retardation within the last few years, yet much remains to be done. This can be the role of the school, to inform the community that a mental handicap can be partially overcome.

Post-School Continuation Services

In many communities the public schools and other local agencies, e.g., the YMCA, YWCA, public library, and half-way house provide evening programs for older retarded youth and adults. Each community should have some agency designated to assume this responsibility.

Many educable retarded individuals can profit by continuing their education if they receive proper guidance in the selection of courses appropriate to their abilities. Courses in health, homemaking, child care, family budgeting, home nursing, and recreation skills are very helpful. It is a community responsibility to take the initiative in providing direction and opportunities in *adult* education for the retarded.

The effectiveness of adult education programs for the mentally retarded would be increased if provision were made for in-service training of the instructors of adult classes. Like other professional personnel, they need to know the interests, capabilities, and limitations of the mentally retarded in order to counsel and instruct them effectively.

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Chapter IV

Interrelated Agency Involvement in Mental Retardation

Mental retardation is an old and ever-pressing problem of great magnitude. The mentally retarded are found in every race, in every religion, in families of all income groups, in the educated and uneducated, and in the young and old. The mentally retarded exist in such numbers that their problems and needs cannot be ignored. The influence of mental retardation extends beyond the scope of the mentally retarded person, thereby involving parents, families, neighborhoods, communities, counties, states, and countries. No person is beyond the reach of the influence of mental retardation. As a state, Wisconsin has its share of concern over mental retardation. A solution of the problem is vitally important to all of the citizens of Wisconsin, not just to parents or others directly affected by retardation. Far and above the humanitarian aspects, the aspects of rehabilitation and training and the matters of prevention greatly affect the state's economy.

The solution for the problem of mental retardation cannot be gained by ignoring the problem or attempting to solve isolated facets of it. A state program for the mentally retarded must be comprehensive in nature. It must provide programs and services for the different levels of retardation, a wide age span, and varying degrees of physical, emotional, and social inadequacy. Planning for the mentally retarded must, of necessity, consider all aspects of all programs and continually search for insights into new programs which may be more productive in both education and rehabilitation. Prevention, early diagnosis and evaluation, and strong programs in education and rehabilitation are necessary. Evidence would indicate that total community programs for the retarded may restore many dependents to independent economic status, and make others able to care for their personal needs, thereby not only salvaging many wasted lives, but in addition allowing for less total cost to society. Such evidence cannot be ignored. Wisconsin, like other states, must involve itself in total community planning thereby initiating the total "continuum of care" concept.

One of the perplexing problems involved in total planning for the retarded is the need for involvement of so many divergent services. No one agency, no one type of service, no single group or committee can possibly fulfill all the requirements for total community planning for the retarded. Many kinds of programs and services are in operation or are being established which provide some measure of importance in the total "continuum of care" or play a part in the total community planning effort. In some cases there are duplications in services and programs. In other cases, the overlapping of services results in inefficiency. The multitude of new programs and services which are developing for the mentally retarded requires that close cooperative working relationships be established between the state and local agencies. In this regard, it must be noted that the Bureau for Handicapped Children works very closely with other state and local agencies in the total "continuum of care" for the mentally retarded.

It is the purpose of this section of this publication to briefly describe some of the many programs and services available to the mentally retarded through a review of various agency programs. It must be noted that this coverage of programs and services is in no way considered to be complete or the ultimate in fulfilling the needs of the retarded. As our society matures, we will be continually developing and enlarging our concerns for our fellow man—the mentally retarded.

Use of Federal and State Resources

In recent years there has been considerable effort on the part of federal and state governmental agencies in helping to assist in the financial operation of projects, programs, and research as it pertains to all areas of exceptionality. In the field of mental retardation there is rather wide coverage under various types of federal and state programs.

In dealing with children, programs under the Economic Opportunity Act (P.L. 88-452), Operation Headstart, and Title XIX of the Social Security Act of 1935 involve direct contact and assistance to children. In a similar manner, Title V of the Social Security Act offers care and treatment for mothers, and diagnosis and treatment for handicapped children. Programs in areas of research relating to children have been brought about by grants from the National Institute for Neurological Disease and Blindness. In Wisconsin we have recently adopted legislation to cover mandatory testing for P.K.U. (phenylketonuria).

In areas of training for professionals to work with handicapped children, there are some outstanding pieces of legislation. Title II of the National Defense-

Education Act (P.L. 85-864) and the Higher Education Act (P.L. 89-329) provides grants for students in training. The full coverage of the Grant Program for the Preparation of Professional Personnel in the Education of Handicapped Children (P.L. 88-164) has been extremely helpful in bringing about professional training for persons preparing for professional positions in the area of education of the handicapped. In these situations the field of mental retardation has received good coverage from these legislative acts relating to professional training.

The construction of facilities with respect to housing programs for the retarded was brought about through such bills as the National Mental Health Act (P.L. 79-487) and one of the Titles under Public Law 88-164.

In areas of education and training programs, there has been considerable involvement on the part of federal and state governments. Under the National Defense-Education Act it is possible to procure equipment which may be used in programs for the mentally retarded. Under the federal Vocational Rehabilitation Act considerable emphasis has been placed on strengthening of rehabilitation programs including diagnosis and training for mentally retarded persons.

The various titles of the Elementary and Secondary Education Act (P.L. 89-10) have done much to encourage and develop programs for the mentally retarded. Under Title I of E.S.E.A. it is possible for school districts to develop and expand special class programs. Title II of the E.S.E.A. allows for educational materials and books on a per pupil basis for programs for mentally retarded. Under Title III programs of a demonstration type which involve regional consideration have been developed and are in many cases directly applicable for services and programs for the mentally retarded. In the use of Title IV of E.S.E.A. many worthwhile research projects relating to handicapped children have been carried out. Title V of the E.S.E.A. brought about the addition of professional staff persons to state departments of education, thereby enhancing educational services for mentally retarded children. Public Law 89-750, better known as Title VI, is a 1966 amendment to E.S.E.A. and is designed to assist the states in the initiation, expansion, and improvement of programs and projects for the education of handicapped children in the preschool, elementary, and secondary school levels; and it has implications for application to both public and private schools for handicapped children from ages three to twenty-one. In addition, Title VI created a Bureau for Education for the Handicapped at the federal level, thus bringing about greater emphasis on educational services to handicapped children, including the mentally retarded.

The above comments relating to federal and state resources in the area of mental retardation represent only a sample of the many areas of involvement which directly or indirectly affect mentally retarded children.

The Role of the University in Mental Retardation

No single service or program offered to the mentally ill or mentally retarded has such broad potential for achieving long range gains in combating mental disability as a program of research. Research is the key, not only to effective care and treatment but also to broad scale prevention. Research relating to mental retardation has brought about the development of mental retardation research facilities, such as the research unit at Central Wisconsin Colony and Training School in Madison. The Behavioral Disabilities Center, the Joseph P. Kennedy Laboratories, the Interdisciplinary Research and Training Center, and the recently proposed Center on Mental Retardation and Related Aspects of Human Development are research units of the University of Wisconsin which also focus on mental retardation.

The University involvement is not limited to research only. The University of Wisconsin offers faculty members from a number of departments of the medical school, education, and the behavioral and social sciences, who have a major commitment to research and training in mental retardation.

Their efforts in the training of professional personnel and in research have been aided by the University's emphasis on interdepartmental approaches and by Wisconsin's tradition of close cooperation between the University and state and community resources for health, education, and welfare services. The interdepartmental approach to the problems of mental retardation are focused and coordinated through the Research and Training Center in Mental Retardation.

The Research and Training Center in Mental Retardation of the University of Wisconsin has focused the resources of the University on a coordinated effort in the field of mental retardation. Faculty members in psychology, psychiatry, pediatrics, neurology, social work, education, sociology, speech and hearing, counseling and guidance, and rehabilitation counseling have collaborated on a wide range of projects and are providing an interdisciplinary frame of reference for future activities. The program of the Center is organized around three general areas—training, clinical functions and research.

The program of the Research and Training Center in Mental Retardation emphasizing training, is considered to be of prime importance because it is through this activity that current information and techniques can be disseminated to individuals who come into contact with the retarded on a daily basis. In the training program three types of programs have evolved. The first, essentially short-term, is designed for professional personnel who require either an orientation or additional preparation in mental retardation. In addition, there is a regular academic year program which draws full-time students from all of the rehabilitative disciplines. Emphasis is placed on multidisciplinary course-work and direct involvement in the ongoing programs of the Center. Those who complete this graduate program are qualified for leadership roles in federal, state, and local mental retardation programs, college or university teaching, or research. A third type of training, and one in which the commitment of the Research and Training Center has steadily increased, is that involving field institutes. Here, the Center staff assists state agencies in developing field courses—one to three day conferences which are held on a state-wide basis within the regions served by the Center.

The clinical section of the Research and Training Center compliments the training and research programs. The facilities are designed to permit students to observe the numerous behavioral evaluations conducted each year by means of a closed-circuit television net with multiple receivers. Each student has the opportunity of participating in all phases of the evaluation process as well as conducting research projects within the framework of the broad clinical program. In the context of the Center training effort, the retardate receives a comprehensive psychological examination, his speech and hearing are evaluated, and his educational assets and deficiencies are explored with the view of possible remediation for specific deficiencies. Further, he receives a physical examination from a physician with wide experience regarding retardation. Upon the completion of each evaluation, the findings are staffed and a final report is submitted to the Wisconsin Division of Vocational Rehabilitation. There, the findings and recommendations are used for the planning of a specific rehabilitation program.

Research is a major aspect of the total program of the Research and Training Center. At present, members of the Center staff have oriented several specific projects to the problems of the mildly retarded. Numbered among these are investigations of the following: (1) motivational characteristics; (2) influence of social models on the cognitive and affective behavior of the adolescent retarded; (3) remediation of behavioral difficulties; (4) identification of personality patterns; (5) incidental learning; (6) the effect of an experimental drug on the learning process; (7) programed reading; (8) the development of a multi-sensory approach to learning; and (9) linguistic development. Other research programs of the Center involve a more comprehensive, longitudinal approach to mental retardation than can be achieved by means of the typical unitary, time limited investigations. It is a distinct advantage of the Center that it can maintain a flexibility of methodological approach not often possible in studies financially supported as discrete projects. Further, the collaborative effort of scientists from both behavioral and biomedical disciplines can be brought to bear on a research problem.

In summary, the Research and Training Center has developed a multi-faceted approach to the problems of mental retardation. Programs have evolved and the Center will continue to be responsive to the needs of practitioners in the field. If an advance is to be achieved, it will be the result of new knowledge, obtained through research and skillfully applied by trained professional personnel.

In efforts to expand the total offerings to the field of mental retardation, a Center of Mental Retardation and Human Development is now being planned at the University of Wisconsin. Its major objective will be to develop mechanisms which will further facilitate cross-fertilization between biomedical and behavioral disciplines. It is anticipated that this Center will aid in the establishment of additional training opportunities in mental retardation.

Further information regarding programs in mental retardation as offered by the University of Wisconsin may be obtained by writing: Director, The University of Wisconsin Training Center in Mental Retardation, 2570 University Avenue, Madison, Wisconsin 53705.

The Behavioral Disabilities Center — University of Wisconsin, Madison

The Center on Behavioral Disabilities, formerly the Office of Special Education, was established at the University of Wisconsin, Madison, during the 1959-60 school year. Since its inception, the program's rapid growth has necessitated relocation from the original physical facility of a single office unit to an entire building located at 2570 University Avenue, Madison, thereby encompassing all the programs in one center, the Behavioral Disabilities Center.

Originally, the program's function was to train fellowship recipients in the area of mental retardation with an emphasis on research. In response to the critical shortage of trained teaching and administrative personnel, plans were soon initiated for the development of programs both in teacher training and in administration and supervision. The development of these programs was facilitated through the enactment of federal legislation as amended by Section 301 of Public Law 88-164. With continual growth, the Center is now an interdisciplinary unit consisting of various programs. These include programs designed for professional preparation in special education for the mentally retarded, the physically and neurologically impaired, the socially and emotionally disturbed, as well as a program for administrators and directors of special education, of sheltered workshops, and of work adjustment centers. A teacher preparation program is offered in each area both under a five-year plan and a fifth-year plan. Under the five-year plan students enter the program in their junior year. Their training is culminated at the end of the fifth year with the award of a Master's degree and certification to teach in their area of specialty. The fifth-year program is highly structured for graduate students who enter the program with backgrounds in elementary education, speech correction, psychology, and so on. After two or three semesters of graduate work, these students usually complete their training with a Master's degree and certification to teach in a specific area. In addition to these professional programs, many doctoral level programs are offered with emphasis on high level research study and uniqueness in individual preparation.

Included in the wide range of Center programs is a Research and Training Center designed to provide short-term and long-term training for professional rehabilitation personnel in mental retardation. Within the Rehabilitation Research and Training Center is a broadly based program of research in the area of vocational rehabilitation of the mentally retarded and provision for direct services to mentally retarded individuals referred to the Center by the Wisconsin Division of Vocational Rehabilitation.

Additional physical units housed in the Behavioral Disability Center include observation and evaluation rooms, a closed-circuit TV, a Research and Training Center Library, and the Instructional Materials Center.

The concept of Behavioral Disabilities encompasses such a magnitude of problems that no single entity can meet the challenge adequately. This is perhaps most paramount in the area of mental retardation. A most complex proposal, which is subject to the approval of the Board of Regents and the federal government, has been suggested as a means of meeting this challenge. Briefly, the proposal is a plan to establish a 13 million dollar center on mental retardation at the University of Wisconsin. The prime purpose of the Center would be to utilize a multitude of disciplines to conduct research into the prevention of mental retardation. This would be carried out through the efforts of social workers, psychologists, psychiatrists, physicians, and a variety of medical and educational scientists.

The Special Education Instructional Materials Center

The Instructional Materials Center is a unit of the Department of Counseling and Behavioral Studies, School of Education, University of Wisconsin, Madison, designed to meet the need for an adequate supply of readily available, effective, instructional materials for application by the local special educator and those preparing for such careers; assist in the establishment of similar centers within a regional section of the country; and, serve as a national demonstration model. Since the Instructional Materials Center is integrated with a graduate training and research program which prepares teachers, supervisors and administrators, college teachers and research workers, its location within the Center on Behavioral Disabilities, 2570 University Avenue, Madison, Wisconsin, is convenient.

This Special Education Instructional Materials Center was established at the University of Wisconsin in June of 1964 under a federal grant from the Department of Health, Education and Welfare, Office of Education, Division of Handicapped Children and Youth. The operation of this Center is under the direction of a Director, Co-Director, Field Director, and Field Manager. Additional staff members include Project Assistants, a Staff Photographer, and Public Relations Specialist, various specialists in academic and research areas, and secretarial personnel.

Special education materials that are collected and evaluated are listed and reported in the Instructional Materials Center's publication, *The Winnower*, which is available free of charge to all teachers of the mentally retarded; special education supervisors and administrators; persons preparing for careers in the field of mental retardation; staff members of institutions of higher learning having special education programs within the region including Wisconsin, Iowa, Illinois, Indiana, Ohio, Minnesota, and Michigan; and State Departments of Special Education in each of the fifty states. *The Winnower* is also available to those not included in the groups mentioned above, on a yearly subscription basis. In addition to the dissemination of information on special education material, The Instructional Materials Center has developed a loan system whereby field personnel may borrow materials for use or review. Persons wishing to become registered borrowers should contact the Director of the Center for details in regard to obtaining a library card.

The Department of Public Welfare

Comprehensive Mental Health-Mental Retardation Planning for Wisconsin

Recognizing the need for total awareness and total planning of problems and programs involving the mentally ill and the mentally retarded, Wisconsin, like other states, has undertaken a thorough study of its resources and shortcomings in the total area of mental health and mental retardation. These efforts were partially supported by grants awarded to all states and territories by the United States Public Health Service.

Starting in the early 1960's, approximately 1,500 Wisconsin citizens, including lay and professional persons from all walks of life and from all areas of the state were involved in this planning program. These people were organized into District Committees and County and Regional Groups. The general objectives of this local community action accompanied by the influence and consideration of evolving Committees, Groups, Steering Committees, and Task Forces included:

1. **Providing a thorough statewide inventory of the basic issues and problems relating to mental health and mental retardation**
2. **Establishing long-range guidelines for program development**
3. **Delineating steps for action, prevention, and optimal treatment and care of mental disorders and mental retardation.**

The final report which is the culmination of hundreds of reports made by the various committees and groups focuses on information, conclusions, and recommendations for future program development. Wisconsin, with its effective resources for implementing programs and competent professionals with creative ideas, has a somewhat universal problem of the ready ability to convert ideas into programs and services. Difficulty in program development is in part related to the comprehensive nature of current trends and needed programs, that is, programs for which no one agency is responsible and which requires planning before effective action can take place. Thus, the emerging need resulting from all the findings, recommendations and planning ideas of all the citizen groups, committees, task forces, etc., was the establishment of a vehicle at the state level which could bring together as a planning group, those persons best able to initiate and convert ideas into action. Such a vehicle or committee would be responsible for coordinated statewide program development in mental health and retardation in Wisconsin. Consequently, the State Mental Health and Mental Retardation Program Development Committee was established in February of 1966.

The State Mental Health and Mental Retardation Program Development Committee is composed of representation from state agencies, statewide non-governmental associations, and from other professional, citizen, and community program groups. The basic responsibility of this advisory committee is directed to the over-all comprehensive development of mental health and retardation programs in Wisconsin, with emphasis on joint planning among local and statewide agencies and services. In turn, in order to implement the intent of this advisory committee, a Program Development Committee, composed of highly trained professional persons and functioning under the auspices of the Mental Health Authority designed in the State Department of Public Welfare, was established.

This Program Development Committee, made up of a Program Director, a Coordinator of Mental Health Services, a Coordinator of Mental Retardation Services, and a Special Projects Coordinator, has the responsibility of influencing the development of programs in mental health and mental retardation as indicated by the advisory action and intent of the State Mental Health and Mental Retardation Program Development Committee.

Information regarding the comprehensive mental health-mental retardation planning program for Wisconsin may be obtained by writing: Program Director, Comprehensive Mental Health-Mental Retardation Program Development Committee, Division of Mental Hygiene, State Department of Public Welfare, 1 West Wilson Street, Madison, Wisconsin 53702.

Mental Retardation Services

The Mental Retardation Services Section of the Division of Mental Hygiene Department of Public Welfare is responsible for the direction and coordination of the residential services for the mentally retarded. Through cooperation with other public and private organizations, the Mental Retardation Services Section stimulates the development of community-based resources for the prevention, training, treatment and rehabilitation of the mentally retarded. In addition, this service section of the Division of Mental Hygiene helps in the promotion of research and assists in developing training programs for personnel to serve the mentally retarded.

The continued emphasis on the development and expansion of appropriate services for the mentally retarded at the local and regional levels has brought about additional involvement on the part of this service section. In turn, the improved and expanded services in local communities results in a larger proportion of severely and profoundly retarded being admitted to the colony programs. This larger proportion of the more involved mentally retarded admissions, along with an increase in admissions of mentally retarded persons with associated social and behavioral disorders, has in turn added to the operational involvement of the Mental Retardation Services Section.

State Residential Institutions for Mentally Retarded

The philosophy for the operation of residential facilities for the mentally retarded is based upon the concept of conservation and development of human abilities with recognition of the basic dignity and integrity of the individual and his needs for care, treatment and training.

Residential services for the mentally retarded are provided by the Northern, Southern, and Central Colony and Training Schools in accordance with the provision of Chapter 51 of the Wisconsin Statutes. These residential schools attempt to admit only those mentally retarded persons who require or will profit from specialized care, treatment and training programs. The programs of these residential institutions are directed toward minimizing the effects of the handicapping conditions and maximizing the physical, social, emotional, educational, and occupational development of each individual. The goal for each individual patient is the return to his own home or to a community-based program as soon as it is in his best interest to do so. Since there is a wide range of deviations as to patient abilities, individual needs are met through a variety of programs utilizing a multi-disciplinary approach. In addition, a variety of programs has been established or conceived utilizing the facilities, staff, and programs of the colonies and training schools and are so designed to serve those mentally retarded individuals living in communities adjacent to the institution grounds. Assistance from the colonies is given to community agencies concerned with improving and expanding their services to the mentally retarded.

In a wide coverage of various agencies in dealing with mental retardation, there has been considerable emphasis on the aspect of education and training. Persons living in institutional programs and enrolled in educational programs may become involved in training programs in part sponsored by vocational rehabilitation funds. Young children released from colony programs to foster home placements are oftentimes involved in day care programs operated by local community agencies with financial assistance and guidance from the Day Care Section, Department of Public Welfare. In a similar manner, some children released from the colony and placed in foster homes attend local school programs for handicapped children. In an effort to bring about transitional educational offerings between the colony and local community and public school programs, there has been increasing emphasis placed on evaluation of educational programs both in colonies and public schools. Team evaluations of public school programs are continual, and emphasis is given to the appropriateness of educational programs for mentally retarded children at the local level. Team evaluation involving professional persons from various agencies has been made of the total educational and training offerings of Northern and Southern Colonies. The educational program offerings of the Northern and Southern Colonies have been reviewed in such team evaluations by staff members from the Bureau for Handicapped Children.

The entire operation of the colony programs with respect to total offerings for its more permanent patients and for children who may be returning to communities have borne out the philosophy of conservation and development of human abilities with respect to the basic dignity and integrity of the individual in areas of care, treatment, and training.

Family Care Program

The family care program is one of many programs operated by the three colonies. This program is designed to help meet the special needs of the less severely retarded residents of the colonies who demonstrate definite capacity for learning and development. Family Care Parents are those special people who are carefully selected because of their willingness to give a child a home, love, and understanding when the child needs these the most. This family care environment serves as a substitute for the child's own home and permits the more capable retarded child to prosper physically and emotionally while reaching his peak of achievement. Under this program, selected colony residents are placed in well-qualified homes and become a "family member" participating in community life and local special education programs. Before community placements are made, school arrangements should be completed with local school administrators, thus assuring a coordinated program transition and operation.

Northern Wisconsin Colony and Training School

Northern Wisconsin Colony and Training School is a state supported public institution for mentally retarded persons operated through the Division of Mental Hygiene of the Wisconsin State Department of Public Instruction in accordance with the provisions of Chapter 51, of the Wisconsin Statutes.

Northern Colony was established in 1897 and is located near Chippewa Falls, Wisconsin. The function of this institution, as defined by the Wisconsin Statutes, is to provide for the care, treatment, and training of mentally defective patients received on commitment from the various Wisconsin Courts.

The patient population, averaging about 1,650, consists of patients ranging from young children to men and women over eighty years of age. The degree of mental deficiency may vary from borderline deficiency, patients able to reach a school level equal to a fourth or fifth grade child, to patients who are virtually out of meaningful contact with their surroundings.

The colony program consists of social, educational, and medical activities. The social activities provide a community geared to the slow, relaxed, friendly pace at which the retarded can live and manage. The Statutes provide that a school department shall be maintained for educable patients, custodial facilities for the helpless and lower type, and such other facilities as the level of the patient requires. Included is a mandatory provision for vocational training. The educational program is geared to giving schooling to the brighter child and training to those who are slower, in self-care, manners, personal hygiene, and simple social and recreational activities. The school program includes many of the activities usually provided for children of kindergarten and early grade school levels, though many of the patients are much older in chronological age. An effort is made to return higher-grade patients to the community. The colony's social life is designed to facilitate their return.

Southern Wisconsin Colony and Training School

Southern Colony is a state supported residential facility for the mentally retarded operated since 1919 by the Division of Mental Hygiene of the Wisconsin State Department of Public Welfare in accordance with the provision of Chapter 51 of the Wisconsin Statutes. It is located near Union Grove, Wisconsin.

The average daily population of approximately 1,500 is made up of mentally retarded persons of all ages and ranges of abilities. In addition to being mentally retarded, many of the patients have other handicaps which require special consideration. Some of the children are bed patients; many are wheel chair patients. Some cannot feed themselves; others cannot take care of daily bodily needs. Some have no speech; some have no hearing; others are blind. Many of the children have convulsive disorders, many have multiple handicaps, including cerebral palsy, microcephaly, hydrocephaly, mongolism.

The responsibilities and objectives of Southern Colony correspond to those of Northern Colony. The major objective of all training programs is to provide educational and social experiences at the highest level the patient is capable of achieving. The training programs are essentially the same as those at Northern Colony, except that Southern Colony has a larger proportion of its patients who are totally dependent and, therefore, must provide more of its program in training for self-care and less in the academic phase of education than Northern Colony.

Central Wisconsin Colony and Training School

Central Colony is the newest of the three resident facilities for the mentally retarded, operated by the Division of Mental Hygiene of the Wisconsin State Department of Public Welfare. Central Colony was conceived as being a supplement to the services being offered by Northern Colony and Southern Colony and to meet the increasing demands being placed upon the two existing institutions. Authorization for the construction of Central Colony was given by the 1953 Legislature and actual construction was started in April of 1957. Central Colony is located in Madison near Mendota State Hospital in accordance with the 1951 recommendation by the Board of Public Welfare for development of the colony close to other institutions and to the University of Wisconsin.

Although the ultimate objective is for a capacity of 1,500 patients, Central Colony is currently not at full capacity. In accordance with the policy of providing maximum care at the highest levels of medical efficiency and effectiveness, the admissions to Central Colony are limited to selected groups of patients who are transferred from Northern and Southern Colonies with transfers being determined primarily by what is best, medically, psychologically, and socially, for the particular patient.

Central Colony's goals and objectives regarding the welfare of the patients are similar to those of Northern and Southern Colonies. However, Central Colony has objectives over and above those of the other two colonies. Objectives outlined for the Central Wisconsin Colony and Training School are as follows:

1. **The Central Wisconsin Colony and Training School, at the direction of the Department of Public Welfare, will receive, in transfer, a limited number of patients from the Northern and Southern Colony and Training Schools who require specialized care, treatment, and training due to (1) medical nursing or personal care problems or (2) mental deficiency complicated by emotional, behavioral, and/or social problems.**
2. **To develop, through administrative study and research, appropriate and specialized programs of care, treatment, and training.**
3. **To conduct a development evaluation service for individuals who are residents of Wisconsin and referred by a licensed Wisconsin physician.**
4. **To develop and conduct, in cooperation with the various colleges and departments of the University of Wisconsin, programs for the enrichment of the training of professional personnel.**
5. **To develop and conduct research in various aspects of mental deficiency with particular emphasis upon the biological and behavioral aspects of mental deficiency.**

The Development Evaluation Center

The Development Evaluation Center is a unit of Central Wisconsin Colony and Training School which provides comprehensive diagnostic studies and recommendations for the care, treatment, training, education, and vocational planning for individuals who have developmental problems suggestive of mental retardation. The Center's professional staff in psychiatry, neurology, physical medicine, nursing, speech, education, psychology, counseling, and social work develops an initial evaluation which leads to the recommendation for planning. One of the features of the Center is the Prevocational Laboratory which is a client-centered and work-oriented facility designed to evaluate the vocational potentials and the work readiness of older retardates. The ultimate goal of the Center's staff is to suggest appropriate planning so that the retardate will be able to function more effectively in the community. In addition, the staff of the Center offers help to parents and agencies through consultation, referral, and dissemination of information regarding mental retardation. Following an evaluation, follow-up services are available when needed. An evaluation takes approximately five days for children and eleven to twelve days for adolescents (15-16 years and up) and adults who are also referred for vocational planning. Extensions of time may be required if necessary.

During 1963, a cooperative arrangement with the Division of Mental Hygiene, Department of Public Welfare, resulted in the establishment of the Center. At the present time the Development Evaluation Center is the only statewide outpatient diagnostic clinic for the retarded which the State Department of Public Welfare offers to the citizens of Wisconsin. While any resident of Wisconsin is eligible to apply for these services, the Center is designed to meet the needs of the mentally retarded in Wisconsin not being met at any other agency.

Referrals for evaluation service may be made directly by the parents, through family physicians, and through community based agencies. It is preferred that an agency such as a county welfare department, vocational rehabilitation agency, school, or any other health, welfare, social or educational agency be directly involved so they can be of help in carrying through with the recommendations resulting from the evaluation. In making the initial referral the schools may wish to use the *Inter-agency Referral Form,* a sample of which may be found in the appendix of this publication. Fees for evaluation correspond with those for residential care and treatment at Central Colony itself. In most cases, persons being evaluated at the Center reside in the hospital wing of the Colony during the evaluation period.

Requests for information and for evaluation applications may be addressed to the Coordinator, Development Evaluation Center, Box 3128, Madison, Wisconsin 53714.

The Community Services Demonstration Project for the Mentally Retarded in a Rural Area — "Project 6"

Project 6 is a federally funded demonstration project designed to show that services for the mentally retarded can be established in rural communities through local participation and professional consultation. This five-year project, administered by Central Wisconsin Colony and Training School and sponsored through a grant from the United States Public Health Services-Mental Retardation Branch, is operating in six rural counties in Southwestern Wisconsin, including Crawford, Grant, Iowa, Lafayette, Richland, and Sauk Counties.

This demonstration project involving many services to the mentally retarded, includes programs such as public information, professional and agency information and education, establishment of fixed points of referral, special education classes for both educable and trainable mentally retarded children, day care centers, local outpatient diagnostic and evaluation services, home training specialty services, community placement services, and recreational programs. Local level participation includes existing public and voluntary agencies, civic and community groups, school districts, county handicapped children education boards, and the cooperative educational service agency. Consultative help is provided by professionals from Central Wisconsin Colony, the University of Wisconsin, and Wisconsin State Agencies.

The Bureau for Handicapped serves in an advisory capacity in Project 6 activities of a non-school nature and in a direct consultive and supervisory capacity in matters dealing with school services for mentally retarded children.

The Wisconsin Foster Grandparent Project

The Wisconsin Foster Grandparent Program is one of 22 demonstration projects funded by the Office of Economic Opportunity and administered by the Department of Health, Education and Welfare through its Administration on Aging. The Wisconsin project is being conducted by the State Department of Public Welfare in the three training school colonies for the retarded. Mr. Harvey A. Stevens, Superintendent of Central Wisconsin Colony and Training School, is the Project Director.

The Foster Grandparent Program is financed through a one-year grant of $380,078. (approximately 90% federal funds and 10% state) which authorized employment of 114 older adults, having limited incomes, to serve as foster grandparents to young institutionalized retarded children. Employment began in January of 1966. All three state colonies had reached their quota of 38 foster grandparents by June of 1966. The foster grandparents receive $1.77 an hour to work at the colonies for four hours a day, five days a week.

After a two-week orientation and training period, the foster grandparent is assigned two children and visits each child two hours a day. This visiting may include walking, holding, rocking, feeding, dressing, or bathing the child with the aim of providing the child with adult contact and affection. These visits appear to have brought about some remarkable benefits. Some of the children walk and play better. Others are more alert and have begun to imitate sounds. All of the children involved in the program show improvement. Parents and the institution ward staff speak enthusiastically about the program's benefits to the children.

The children are not the only ones receiving benefit from this project. The foster grandparents respond to an environment in which they feel needed, valued, and respected. Their health as a group has improved. The added income lessons worry about unpaid bills. Their range of acquaintances and experiences has widened.

Information concerning the Wisconsin Foster Grandparent Project may be obtained by writing directly to: Foster Grandparent Project Director, Central Wisconsin Colony and Training School, 317 Knutson Drive, Madison, Wisconsin 53704.

Day Care Services for the Mentally Retarded

Day Care as a concept provides a significant service in the total development of the mentally handicapped individual through specialized treatment programs embracing education, social work, psychology, medicine, occupational therapy, and activity therapy. In all of its possible forms, Day Care should be viewed as a flexible treatment modality offering important contributions to community mental health and retardation programs. For the mentally retarded, it is essentially a program designed to develop basic self-help skills and leisure activities. For many it is a preparation for entrance into a school program. In some cases day care centers offer a means of keeping severely retarded children who do not qualify for special classes in the community. It serves to strengthen the family, in that it provides a needed respite for the family, particularly the mother, and it reinforces the home training program. It provides the family with a sound training and care program and assists them in carrying out this program. Day Care programs may be considered as one part of the community's total treatment and care continuum for the mentally handicapped. The programs are intended to complement and reinforce, rather than substitute for, other existing programs. It is an additional form of specialized service available in the community continuum of training and treatment for the mentally handicapped. Day Care is intended primarily for those who, by virtue of their age, or severity of handicap, are not programmed for under other community services and/or for those whose needs may be adequately met in day care programs.

A day care center in Wisconsin is a community sponsored program which provides purposeful care, training, and/or treatment and guidance to mentally handicapped persons for a specific number of hours per day. Day care programs originate within a community and are based on the community's needs and established priorities. Organization, supervision, and financial responsibility remain the function of the local community. In this program, Community Day Care Service Boards are responsible for the administration of the program operating under the Day Care Act which allowed for the establishment of community day care programs for the mentally handicapped with responsibility for the administration of the Day Care Act being assigned to the Department of Public Welfare, Division of Mental Hygiene through action of the 1961 Wisconsin Legislature. This enabling legislation further provided for state grants-in-aid to local communities and counties to encourage and assist in the development and operation of training, habilitative, and rehabilitative services for the mentally handicapped. Aids are based upon a 40 per cent state and 60 per cent local sharing basis of the total expenditures for:

1. salaries
2. contract facilities and services
3. operation, maintenance and service costs
4. per diem and travel expense of members of the community day care service boards
5. other expenditures specifically approved and authorized by the director.

No grants are made for capital expenditures.

Applications for Day Care programs are accepted and judged on the merits of the individual programs and in accordance with the general philosophy of day care services. For more detailed information write to: Community Mental Health Services, Division of Mental Hygiene, State Department of Public Welfare, 1 West Wilson Street, Madison, Wisconsin 53702.

Community Mental Health Clinics

Community Mental Health Clinics are public, local-level medically organized mental health centers which provide preventive, educational, diagnostic, treatment, and rehabilitative services for children and adults with mental or emotional illnesses for whom hospitalization is not immediately indicated. In addition to direct service to individuals on an out-patient basis, clinics work toward the prevention of disability and the promotion of mental health by providing consultation, education, and training services to agencies and individuals whose activities affect the mental health of others.

Each mental health clinic is established and operated locally, and responsibility for their functioning rests with the local community. A mental health clinic is governed by a policy-making board of directors whose responsibilities are to appoint the clinic director, assist in defining the clinic's program and policies, and assist in arranging cooperative working agreements with other community agencies. Typically the clinics are staffed by a team of cooperating professionals made up of a medical director-psychiatrist, psychologist, and a social worker.

Wisconsin now has over 20 mental health clinics which are in part supported by a grant-in-aid program whereby the State Department of Public Welfare provides 40% state matching funds for clinic operating costs to communities establishing and operating broadly-based clinic services. A client fee charge, based on ability to pay and intended to become a part of the therapeutic process, is another source of local clinic support.

Schools may work directly or indirectly with a community Mental Health Center by referrals of children with problems where evaluations or therapy are indicated. Services may be obtained by contacting the director or the chief social worker of the respective clinic. In situations with much involvement, the clinic may not be the most appropriate or helpful agency, in which cases, the clinic may be helpful in referring to or working with a more appropriate agency. Consultation services may also be arranged by contacting the Director, Division of Mental Hygiene, Wisconsin State Department of Public Welfare, Madison, Wisconsin.

The Division for Children and Youth

The Division for Children and Youth as a division of the Wisconsin State Department of Public Welfare provides services to children in such areas as adoptions, care of children born out of wedlock, foster care, youth participation, juvenile law enforcement, community services, and interstate placement. The Division is responsible for promoting the enforcement of all laws for the protection of mentally retarded, illegitimate, dependent, neglected, and delinquent children, except for those laws whose administration is expressly vested in some other department and takes the initiative in matters involving the interests of such children where adequate provision has not been made or is not likely to be made. The Division also has the responsibility for administration of the Wisconsin Child Center in Sparta as well as the administration of the Federal Child Welfare funds allotted to the Wisconsin State Department of Public Welfare.

The Psychological Section of the Division for Children and Youth provides consultative and diagnostic services for children involved in any of the Division's programs. Many special classes for the retarded have children who have received services from the Division for Children and Youth.

Requests for information may be addressed to your local office of the Department of Public Welfare or to the Wisconsin State Department of Public Welfare, 1 West Wilson Street, Madison, Wisconsin 53702.

Vocational Rehabilitation Services for the Mentally Retarded

The Vocational Rehabilitation Program is a division of the Wisconsin State Board of Vocational and Adult Education. The Federal Government, through the Vocational Rehabilitation Act, has encouraged the strengthening of rehabilitation programs through increased financial base. In turn, the numbers of persons referred to Vocational Rehabilitation and the improvement of resources and local facilities has been on the increase in Wisconsin.

The basic objective of Wisconsin's Vocational Rehabilitation Program is gainful employment at as high a level as the individual is capable of achieving. This objective is realized through individual case study by trained counselors who work out vocational programs for their clients. Vocational rehabilitation, being basically a case work program, has a staff of professional counselors distributed throughout the state acting on referrals, arranging services, and generally preparing the disabled for gainful employment.

In order to bring services to its clients, Vocational Rehabilitation fosters the development of rehabilitation facilities both in private and public agencies at the local community level. The vocational rehabilitation program has aided in the establishment of a large number of facilities which provide new and needed services to the handicapped. In a number of instances, communities have been given direct assistance in the establishment of rehabilitation workshops, evaluation and adjustment centers, pre-vocational try-out and testing establishments, and comprehensive medical and vocational centers. A number of communities have launched half-way houses or rehabilitation house programs; and others have established cooperative education and vocational rehabilitation programs or have set up special services for the mentally ill and the mentally retarded. In helping to provide rehabilitation help the Vocational Rehabilitation division does not establish its own service facilities, but it does purchase needed services from community or other institutions. Once community facilities are established, the division continues to purchase services for the handicapped as needed. Thus the mentally or physically handicapped person can be trained frequently at or near his home.

In working with the mentally retarded, the Vocational Rehabilitation program helps communities and community agencies establish facilities for serving the retarded. These may be evaluative, work adjustment training, or other service facilities. Support is given through purchase of services. Consultative help in organizing and operating facilities and services is also provided. The usual types of facilities are centers for work adjustment and personal adjustment, evaluation, sheltered workshop training, occupational adjustment training, organized on-the-job work experiences, work-study programs, tutorial-type programs, and specialized types of sheltered workshop arrangements for the trainable mentally retarded.

In addition to helping with local community arrangements for services to the mentally retarded, Vocational Rehabilitation Administration funds have been used in a cooperative, combined agency effort to establish service centers. For example, the Development Evaluation Center at the Central Wisconsin Colony, the Research and Training Center in Mental Retardation at the University of Wisconsin, and the Structured Community Services Project of the Jewish Vocational Service in Milwaukee were all initiated with rehabilitation funds in order that they might aid in evaluative, research, training nad demonstration services, and activities relating to the mentally retarded.

Many retarded individuals can make effective and acceptable life adjustments after receiving proper educational, pre-vocational, and vocational training and opportunities. When the individual mentally retarded youngster cannot achieve a rather high level of personal achievement, he should be logically referred to the Vocational Rehabilitation Division for their consideration. Such referral may be made by using the Inter-Agency Referral Form, a sample of which may be found in Appendix B of this publication. The Vocational Rehabilitation Division will, in turn, give attention to diagnosis and evaluation of a medical, psychological, social, educational, and vocational nature in their approach for vocational planning.

Further information regarding the Vocational Rehabilitation Division and its involvement with the mentally retarded may be obtained by writing: Director, Division of Vocational Rehabilitation, Department of Adult and Vocational Education, 1 West Wilson Street, Madison, Wisconsin 53702.

The Teacher-Counselor Program

The Teacher-Counselor Program is a work-experience program developed for the mentally retarded in cooperation with the Bureau for Handicapped Children, the Vocational Rehabilitation Division of the State Board of Vocational and Adult Education, and the local school districts operating secondary level special classes for the retarded. This program gives the adolescent retarded pupils an opportunity to become involved in on-the-job work situations as part of the total secondary special class-course offerings.

Under the Teacher-Counselor Plan, the licensed secondary special class teacher works in the capacity of a teacher in the program at the school level and as a liaison person in the role of a counselor in working between the pupil-trainee and the employer. The secondary special class pupil in turn becomes a part-day pupil in his regular high school and, as a client of the Vocational Rehabilitation Division, becomes a part-day employee-trainee in the work experience situation. The district supervisor from the Vocational Rehabilitation Division serves as the organizer of the work experience program arranging for the details as to working conditions, trainer fees, and the legal aspects involved in the employment of a minor. From a school and pupil standpoint, the Teacher-Counselor Program represents that area in total developmental education and training where emphasis is given to the transition from school-life to the life of the working world.

Detailed information on the Teacher-Counselor Program may be found in this publication under the Section III entitied: Upper Level Programing, Transitional Services at the Senior High Level. Inquiries as to the development of a Teacher-Counselor Program may be addressed to the Bureau for Handicapped Children, 126 Langdon Street, Madison or to the Division of Vocational Rehabilitation, State Office Building, Madison, Wisconsin.

The Sheltered Workshop for the Mentally Retarded

A Sheltered Workshop is a charitable, non-profit, semi-industrial business-like organization or institution which carries out a recognized program of rehabilitation for individuals whose earning capacity is impaired by age or physical or mental deficiency or injury. The program of rehabilitation is designed to provide its clients with remunerative employment or other occupational rehabilitating activity of an educational or therapeutic nature. The sheltered workshop or "workshop" may be known as an opportunity center, a work adjustment service, a rehabilitation service, a closed industry, and so forth.

Sheltered workshops may differ as to their purposes, the clients who they serve, the size of the workshop, the source of support, and the location and nature of the community. A sheltered workshop may operate in conjunction with a day care or activity center thus forming a more complete type of service. The most common differences in types of workshops exist by nature of the purpose of the workshop.

A sheltered workshop may serve in the following ways:

1. as a day care or activity center in a pre-workshop or pre-vocational program in which the clients have very limited ability and are not usually involved in gainful employment;
2. as an Extended Employment Workshop whose clients are productive but are unable to survive in competitive employment;
3. as a Transitional Workshop in which the clients are there for evaluation of vocational potential and/or are there to learn to work so that they can leave the workshop and move into regular competitive employment.

In general, the highly organized workshop program should ideally perform such functions as:

1. to provide a laboratory for vocational diagnosis and evaluation;
2. to provide a setting for sustained focus on the total needs of individuals;
3. to provide a controlled environment;
4. to provide a therapeutic work experience;
5. to provide follow-up services;
6. to provide gainful employment;
7. to provide purposeful activities contributing to the general rehabilitation purpose.

A highly organized locally-operated workshop program should be part of a community's total continuum of care program for its mentally retarded persons. Such a program should operate in cooperation with day care, school, and other community programs. Non-profit workshop programs may be operated by local public or private organizations and supported by community funds, through client fee arrangements with the office of Vocational Rehabilitation, and sub-contract work with business and industry.

Additional information regarding the establishment and operation of a sheltered workshop program for the mentally retarded may be obtained by writing: Director, Division of Mental Hygiene, Community Day Care Services, Department of Public Welfare, 1 West Wilson Street, Madison, Wisconsin 53702, or Director, Division of Vocational Rehabilitation, Department of Adult and Vocational Education, 1 West Wilson Street, Madison, Wisconsin 53702.

The Wisconsin Association for Retarded Children, Inc.

The Wisconsin Association for Retarded Children, Inc. is a private, non-profit voluntary health organization consisting of individual parent members and interested lay and professional persons who are joined together to actively promote the rights, welfare, and best interests of all mentally retarded persons in Wisconsin. The major goal of the Association is to urge improvement of existing facilities and services for the mentally retarded and encourage the expansion and development of additional services and facilities to meet the needs of all levels of mentally retarded persons. The Association's activities and interests include home and institution care, public education, personal training and adjustment, vocational training and rehabilitation, religious training, specialized teacher training and recruitment, legislation, medical and educational research, parent guidance, and recreation.

The Wisconsin Association is affiliated with the National Association for Retarded Children, Inc. and serves in the "parent" capacity for the local affiliated member chapters or units which exceed 65 in number covering an area of over 50 counties in Wisconsin. The Association and local member units are joined together and take on the characteristics of federation in planning for total state services for the retarded.

Information regarding programs or services or help may be obtained by writing: Executive Director, Wisconsin Association for Retarded Children, Inc., 1 South Webster Street, Madison, Wisconsin 53703.

State Board of Health

The State Board of Health is a department of state government responsible for the broad area of the health of the citizens of Wisconsin. By statute the State Board of Health has broad responsibility for the "health and life of citizens." This responsibility includes not only facilitating efforts to cut down loss of life and incidence of illness, but also helping all citizens to achieve and maintain optimal well-being. The reduction in deaths, including those associated with the birth process, has been considerable, as have been the achievements in reducing and controlling various diseases. Broad educational activities "in all matters pertaining to health" are also prescribed by the statutes for the State Health Department. This makes possible efforts to use new knowledge about human beings to insure the best development of each person's potentials.

Because childhood experiences significantly influence health and well-being throughout life, it is obvious that basic preventive efforts must focus mainly on the needs of children as family members. The State Board of Health organizes its major child-focussed activities through the Section on Community Health Services. The structure and personnel of this Section reflect the viewpoint that health is many-sided and complex and that there must be close coordination of the various specialized health services in order to realize the preventive goals.

In the matters of mental retardation, the State Board of Health places emphasis on the area of prevention, health education, and school health.

In the area of health education, the Division of Health Education assists other divisions of the Board of Health in developing visual aids and educational materials. It also coordinates a statewide program in accident prevention, particularly in the areas of child and home safety. It is responsible for a statewide poison control program. And with the goal of improving personal, family, and community health, it purchases educationally sound materials, or develops literature to provide the people of the state with accurate and timely health information. The aspect of mental retardation is given emphasis through the activities of this Division.

The School Health Division of the State Board of Health provides consultation service to public and parochial school personnel throughout the State to facilitate the improvement of the overall quality of health services, health instruction, and health environment for all school children. Consultants of this Division work with many groups and agencies, including local public personnel, teacher training colleges, and parent groups. Activities such as workshops, group conferences, demonstration, and study projects are used extensively. Mental and emotional facets of school health have been an important part of the emphasis, through close collaboration with the Division of Child Behavior and Development. Aspects of mental retardation involving the school-aged child are handled by the School Health Division.

The State Board of Health places considerable emphasis on the aspect of the prevention of mental retardation through its efforts in the bio-medical area. Primary and secondary prevention of mental retardation can be realized through an all out state-wide effort, which is possible through the state-wide responsibilities of the Board of Health. Biological breakthroughs in prevention of mental retardation have been presented in several ways. Examples are the surgical techniques in cases of hydrocephalus and craniostenosis, and biochemical methods of detection and dietary control in galactosemia and phenylketonuria (PKU). While phenylketonuria is the cause of only a small number of retarded, this discovery does represent a remarkable breakthrough in one cause of retardation.

Since there is general agreement that early detection of PKU and its treatment in the early months of life offers an excellent chance for preventing mental retardation in the child, every effort is made by the State Board of Health to implement programs for routine PKU screening of young infants. This program for routine PKU screening was made possible through action of the 1965 Wisconsin State Legislature. Back in 1962 the State Board of Health took advantage of available grant-in-aid funds to establish a program providing a diet restricting intake of phenylalanine for Wisconsin children with phenylketonuria (PKU). Under this program free Lofenalac is provided through the pediatric clinics of University Hospitals and Milwaukee Childrens' Hospital for PKU youngsters under six years of age whose families find the purchase of this dietary product a financial burden.

In addition to the above, a great deal of mental retardation is caused during the pre- and post-natal stages. Improved pre- and post-natal care can lead to a reduction in the incidence of mental retardation. For example, premature births are associated with a high risk of mental retardation. Adequate pre-natal care can decrease the incidence of the prematurity. In this area the State Board of Public Health plays a vital role.

Further information regarding the role of the State Board of Public Health may be obtained by writing: Director, State Board of Health, P.O. Box 309, Madison, Wisconsin 53702.

Chapter V

A Look at the Past, Present, and Future

The Past

1. Itard (1775-1838) was the first modern teacher of the mentally retarded. His pupil, Seguin, systemized and carried on the work (1830-1850).
2. The first American residential institution was in Massachusetts in 1848.
3. By 1924 New York and St. Louis had erected their own residential schools.
4. A class for "backward children" was opened in Providence, Rhode Island, in 1896; apparently the first public school class.
5. Before 1910 there was interest and recognition of the mentally retarded. About 1910 Binet's measurement methods stimulated study.
6. There was school work for backward children in Milwaukee before 1915.
7. Milwaukee opened its first class based upon measurements in 1916. There were so-called opportunity classes some years earlier.
8. In 1917 the Wisconsin Department of Public Instruction employed its first psychologist.
9. By 1930, 11 states had laws pertaining to classes for the mentally handicapped; by 1940, there were 16 states; by 1950, 31 states; by 1960, all of the states.
10. Number of Wisconsin communities with classes:

1916-17	6	1956	113
1926	35	1960	209
1936	41	1963	251
1946	60	1967	277

11. In 1967 there were 988 teachers of the mentally retarded in the public schools in Wisconsin: 799 educable; 173 trainable; 16 multiple handicapped.
12. Requirements for the certification of school psychometrists were set up in 1946.
13. In 1946 the Wisconsin Department of Public Instruction employed its second Supervisor of Classes for Exceptional Children.
14. In 1947 counties qualified for State Public School Aid for classes for mentally retarded children. Green County operated the first county class in 1948-49.
15. By the spring of 1967, 196 county board sponsored units were in existence: 141 educable and 55 trainable units.
16. The 1951 Legislature provided that communities might establish classes for children with 35-50 I.Q.'s and made an appropriation of $25,000. By the spring of 1967 there were 173 trainable units, including 118 district sponsored and 55 county board sponsored units.
17. In 1954 the Wisconsin Department of Public Instruction added its third Supervisor of Classes for Exceptional Children. In 1961 the fourth supervisor was employed.
18. Requirements for the certification of school psychologists were set up in 1955.
19. In 1957, Homebound Instruction and Training was provided by the Legislature for retarded children between the ages of four and twenty years. State aids were to be 50 per cent of the cost of instruction up to a maximum aid of $200. In 1967 this ceiling was raised to $400.
20. In 1957 the Legislature provided for the establishment of a County Handicapped Children's Education Board in counties other than those containing a city of the first class.
21. In 1957 the Legislature provided for a broader tax base by making tuition the responsibility of the county of residence.
22. In 1959 the Legislature provided for the school boards of school districts and city systems not under the county superintendent's jurisdiction to petition for participation in a county-wide service for the retarded under the County Handicapped Children's Education Board. It also provided for an advisory committee of school administrators to assist the above mentioned board.
23. In 1959 the Congress authorized Public Law 85-926 permitting the states and specified universities to provide fellowships to prospective leadership personnel in the area of mental retardation. This legislation was extended in 1963 to all areas of special education and became Public Law 88-164. P. L. 88-164 included the training of teachers in all areas of exceptionality and the state sponsorship of special study institutes for the upgrading of teachers already in the field.
24. In the summer of 1961, the first state supported summer session programs for educable and trainable retarded children were authorized. Milwaukee and Madison participated in the programs and provided laboratory settings for the training of prospective teachers.

25. In 1961 the payment of tuition by the state for elementary retarded children living in foster homes was authorized by the legislature.
26. In 1962 the first full-day programs for older trainable retarded children were authorized by the Bureau. The cities of Fond du Lac and Viroqua and Brown, Dane, and Outagamie Counties were the first areas to initiate full-day services.
27. In 1964 the first Coordinator of Educational Services for Handicapped Children was appointed in the Bureau to coordinate all educational phases of the program.
28. In 1965 the state legislature provided for a guaranteed 70% state support of all special education services on a sum sufficient basis.
29. In 1965 the state legislature provided for 70% state support of the salaries of full-time, upper level directors, coordinators, and supervisors of special education, school psychologists, and school social workers.
30. The Elementary and Secondary Education Act of 1965 (Public Law 89-10) passed by the Congress included handicapped children within the definition of "disadvantaged children" and authorized support of local special education projects under Titles I and III of the act.
31. In 1965 a Coordinator of Special Education Research was added to the Bureau staff under Title V of the ESEA of 1965.
32. In 1966 a Program Administrator in Mental Retardation Services was employed in the Bureau to coordinate this area of endeavor.
33. In 1966 Congress amended the ESEA of 1965 to create a new Title VI which earmarked federal funds specifically for the education of handicapped children in the states.

The Present: A Decade of Progress

Perhaps the clearest way to graphically depict progress in state level programing is to contrast services and classes existent in the school year 1957-58, the year of the previous handbook revision, with units in existence in 1966-67. This contrast in Figure 7 highlights the decade of progress and depicts the steady growth taking place in the provision of services to mentally retarded children.

Figure 7

Growth in Service Units in the Area of Mental Retardation

Service Area	1957-58	Children Served	1961-62	Children Served	1966-67	Children Served
Educable Retarded	298	4,470	504	7,560	799	11,985
Trainable Retarded	41	369	94	846	173	1,557
*Multiple Handicapped	2	24	7	84	16	192
Totals	341	4,863	605	8,490	988	13,734

* Includes the physically handicapped with accompanying mental retardation.

Another indication of local progress in extending services to the retarded is to depict growth of programs in terms of levels and bases of operation. Figure 8 clarifies this picture more clearly than the written word.

Figure 8

Levels and Bases of Programing in Mental Retardation

Levels and Bases	1957-58	1961-62	1966-67
Levels			
Elementary EMR Unit	218	375	520
Junior High EMR Units	55	70	143
Senior High EMR Units	25	59	136
Teacher-Counselor Services (Secondary Level)	0	0	23
Half-day TMR Units	41	94	150
Full-day TMR Units	0	0	22
Bases			
Educable Retarded:			
District Sponsored Elementary Units	178	287	413
District Sponsored Junior High Units	53	66	133
District Sponsored Senior High Units	25	51	112
County Sponsored Elementary Units	40	88	107
County Sponsored Junior High Units	2	4	10
County Sponsored Senior High Units	0	8	24
Trainable Retarded:			
District Sponsored TMR Units	32	67	118
County Sponsored TMR Units	9	27	55

Looking Ahead: The Future

Someone has said that the present is the father of the future. This is a truism that has its basis in fact and in experience. The constructive thinking and critical analyses we evolve at the present time will have significant effects and influence on the well-being and lives of the future retarded children and adults of our state.

The previous sections have provided a chronology of significant past events affecting the education of the mentally retarded in Wisconsin. Statistics have documented the progress achieved at the school district and county levels during a decade of unparalleled interest in the problems and needs of the retarded. This final section attempts to evaluate where we are and what future directions programing for the mentally retarded should take if we are to achieve the educational millenium of a total continuum of services for these handicapped children and youth.

There is a current renewed vigor in education evident in whatever segment of the total educational scene one cares to look. Educators and the community-at-large are reexamining educational goals and objectives, are studying the nature of the learning process and teacher-learner interactions, and are reshaping education in terms of their deliberations. Spurred on by Russian successes in space exploration, stimulated by renewed community interest in education, and invigorated by the federal undergirding of new and innovative programing, American education is undergoing a process of change. Special education, as a part of education and not as something apart, is caught up in this process of change. It behooves us, then, to evaluate some of the issues, needs, and the directions special education is to take during this era of educational change.

The shift in conceptualizing the needs of handicapped children from a medically based model to a learning and behaviorally based model is perhaps one of the more evident, and as yet, the most fully unrefined movement taking place in special education at the present time. This movement and the reshift of focus from the etiology of disorders to the learning and behavioral characteristics which are of moment to the special educator and will undoubtedly continue during the remainder of the current decade. This movement will have decided implications for administrative practices, for the structure of learning groups, and for the instructional process itself. While no one to date has adequately and fully conceptualized this learning and behavioral model, certain challenges and responsibilities are already facing the special educator of the sixties.

There is sufficient applied research available to suggest that the element of quality and differentiated clinical teaching procedures may be introduced into the classroom without impairment of the learning processes of the mentally retarded. In fact, the general consensus of the well-publicized "efficacy studies" and the limited number of research findings in this area suggest that these program modifications are already long overdue. Studies have suggested, e.g., that while the dichotomy of the brain-injured retarded and the non-brain-injured retarded may not be too useful for administrative grouping practices, the individual needs of children from these two broad categories may require some differentiation in educational treatment.

It is generally agreed that the concept of minimal brain dysfunction has educational implications not only for children with average or better than average intellectual potential but for other groups of handicapped children including the retarded. Educationally, this presents a challenge to the special educator to equip himself with clinical teaching procedures designed to remediate or alleviate problems of motoric or perceptual impairment. Similarly, studies have suggested that the linguistic abilities of retarded children are generally at a level well below their mental age expectancy levels. Enrichment of the language arts aspects of the curriculum becomes another responsibility of the special educator. It is in these areas of motoric, perceptual, and linguistic stimulation that special education needs to upgrade its skills and competencies if the challenge of the future is to be met.

Historically, special education has been on the forefront of educational innovation and experimentation. The abacus, the flannel board, the use of Montessorian techniques, e.g., are only single examples of this ability to be on the leading edge of exemplary and exploratory teaching. This ability to lead in educational innovation needs to be refostered and energized in a period when new instructional media and equipment are entering the educational scene in ever greater numbers. Implied herein is the professional responsibility to acquaint one's self with the principles and practices of programed learning, with psycho-diagnostic teaching, with behavioral modification, with audio-visual media, and other elements of educational innovation. Field experimentation and field tryout is essential as the special education market becomes more flooded with educational media of high and low quality. Special educators with their basic heritage of inquiry and exploration in the great unknown have a responsibility to maintain and continue this zest for variety, for change, and for innovation.

This same need for innovation and inquiry presents leadership personnel in special education with a potential heretofore unavailable. Passage of the 1965 legislation permitting state support of the salaries of directors, coordinators, and supervisors brought special education out of a minority position in the total educational structure. It placed special education on par with elementary and secondary education. A envisioned, each of the larger urban districts, the county handicapped children's education boards, and the cooperative educational service agency would utilize an appropriate number of these specialists to administer, coordinate and give leadership direction in the respective areas. Some progress has already been made since this enabling legislation successfully moved through the state legislature. But, much of the future of services for the retarded will rest upon the effectiveness of this local leadership cadre in shaping community attitudes and in implementing innovative programing concepts at the local level.

Reference to the previous tables summarizing the present status of special education for the mentally retarded in Wisconsin provides leads for program innovation. It is readily apparent that program development has lagged at the secondary level in contrast to the elementary level. In the same vein, many districts and counties have not even begun to consider extended-day and full-day programing possibilities for the trainable mentally retarded. Approximately 13,735 retarded pupils are presently being provided appropriate special education services, although the latest school census figures suggest that there are at least 18,600 retarded children in the school age range requiring these services. These existing needs require the professional attention of local leadership personnel if the total state program is to move forward.

Beyond these more obvious deficiencies are existing possibilities for program innovations with respect to administrative groupings, physical plant modifications, utilization of non-professional teacher aides in greater numbers, exploration of team teaching approaches, and extension of within and community based work adjustment services. Each of these program elements could be explored in depth and their many ramifications investigated in detail. Space limitations preclude more than a mere mention of some of the newer programing possibilities open to local leadership personnel under the stimulus of Title VI of the ESEA of 1965.

It should suffice, at this point, to indicate that Bureau personnel are receptive and willing to explore with local coordinators and directors of special education creative and innovative programing concepts. There seems to be general agreement that the wide-age-span ungraded unit, the typical small district and rural provision of the fifties, is as outmoded in special education as the one-room country schoolhouse is in general education. Pilot and demonstration programs in which trainable pupils have been instructed in facilities other than traditional classroom settings have proven their merit. Use of community based sheltered and open work settings has demonstrated their excellent potential for providing the capstone to the secondary educable and trainable retarded programs as a transitional step to adult competence in the workaday world. Research and empirical evidence has supported the subjective impression that the nonprofessional teacher aide has a place in the educational hierarchy and may free the teacher for the accomplishment of the professional tasks for which she was uniquely trained. Nor is there any evidence to suggest that team teaching concepts and practices, borrowed from general education and for special education, may not have equal relevance and applicability for special education.

State leadership personnel are faced with a number of critical issues requiring resolution in the ensuing decade. Progress in special education bears a close relationship to school and community recognition of the further needs of handicapped children as study and investigation brings these new ideas to light. Legislative enactments and appropriations and departmental policies reflect these changing requirements and the state agency must take the lead in initiating change. This is a crucial period in the history of special education, a period mandating not merely program expansion but creative group deliberation aimed at resolving some of the crucial issues of these times.

The department, e.g., has fostered statewide curriculum projects in the areas of the trainable and educable retarded. This material was developed under the persisting life situations curricular model. Utilization of this curricular approach goes beyond the mere process of dissemination of the finished products. Many school communities did not even participate in the development of these curricular materials. Use and implementation of this curricular approach implies an attitudinal change on the part of teachers and some inservice activities under state leadership to insure proper usage of the materials. Otherwise the curricular materials go the way of similar curricular ventures and become dust gatherers on some inaccessible storage shelf.

As indicated in an earlier section of this handbook, the department has taken the position that a quality service is not being afforded the mentally retarded until the full continuum of services is available whenever and wherever needed. Department personnel will continue to use this "full continuum of services" concept as a guideline in evaluating local program needs. In using this benchmark of programing progress, gaps and limitations in local operations will need to be identified, but more importantly, closures will need to be effected. Local personnel will be discussing with state consultants such programing possibilities as preschool programs for the retarded, the purchase of nonschool agency services unavailable in the public schools, the development of comprehensive child study services, and the feasibility of post-school continuation services for the young adult retarded. One may predict greater attention being given to the necessity of using data processing equipment for research, record collecting, and projections of program needs in concert with local areas. As more teachers and leadership personnel become acquainted with the potentials of applied research design and methodology, we can anticipate greater interest in field testing and evaluation of new instructional media.

The recent Attorney General's opinion discussing the rights of mentally handicapped children to meaningful compensatory education as guaranteed by the state constitution will require further study by local, regional, and state agencies. The opinion has stated that mentally handicapped children between the ages of four and twenty must be provided with compensatory education unless their attendance is detrimental to the general welfare and interests of their peers. If local districts refuse or are unable to provide special educational services, the opinion indicates that the obligations and responsibilities accrue to the state. The fact that the constitution is not self-executing and that legislative authorization is required to provide alternatives for local action should not deter continued coordinated planning efforts to implement legislative intent. This opinion should stimulate the submission of new enabling legislation guaranteeing meaningful educational opportunities to any mentally handicapped child capable of profiting from compensatory education.

Finally, a word needs to be said about the more complex and involved multiple handicapped cases currently not being served by any agencies, state or local. Children with multiple involvements, e.g., the deaf-retarded, the blind-retarded, the emotionally disturbed-retarded, and other varying combinations, while fewer in number, deserve the best creative thinking the leaders in special education can bring to bear on their needs. In the next decade some resolution to this problem is essential if American public education is to truly serve all the children of all the people. No single agency or approach promises a panacea for the resolution of their problems. A multiple programing approach, whether within the schools, or between the public schools and other agencies, seems to hold forth the greatest promise in this dilemma.

In an earlier manual it was stated that modern education can no longer ask the turtle to fly with the eagle nor the eagle to crawl with the turtle. We have recognized that the retarded, like the turtle, cannot maintain any but their own developmental pace. The eagle, on the other hand, has been a symbol depicting leadership and executive competence. It is precisely this quickened leadership pace and executive competence being demanded of federal, state, and local specialists, which, if harnessed and guided by tempered and experienced leadership personnel, will decide the destiny of the mentally retarded in the years to come. It is this destiny to which we at the state level dedicate our renewed efforts on behalf of retarded children and youth.

Appendix A

Instructions for the Preparation of Report Forms for Mentally Retarded Programs in Wisconsin

In order to expedite the administration and functioning of all services for the mentally retarded in public schools of the state, it is necessary to adhere to consistent procedures in the processing of essential program forms. The primary purpose in preparing this appendix and the description of reporting forms is to improve the quality of services to retarded children. If school administrators, directors, and coordinators of special education submitting those forms will carefully observe these directions and maintain the calendar of due dates, many of the previous errors, inaccuracies, and ensuing delays will be reduced. It is important to note that one or two districts can retard the entire state aid process if their reporting forms are not received in the Bureau offices on the due dates listed below. Following the Report Form Schedule are illustrations of the forms currently in use. In order to conserve space, only selected samples from the various functions are reproduced, e.g., a plan of service, an enrollment report, and a financial report.

Report Form Schedule

Name of Form	Due Date
Annual Plan of Services: Mentally Retarded	August 1
(1) Mentally Retarded Educable — Form PI-BHC-I-1	August 1
(2) Mentally Retarded Trainable	August 1
(3) Mentally Retarded Homebound	August 1
(4) Addendum: Summer School Programs for Mentally Retarded	April 15
Reports of Resident and Non-Resident Children Enrolled in Special Classes for the Mentally Retarded	October 15
(1) Resident Form 14 MR-1	October 15
(2) Non-Resident Form 14 MR-2	October 15
(3) County Resident Form 14 MR-1 (County)	October 15
Report of Child Considered for Enrollment in Special Service for Retarded Form 14 MR-5	Prior to Enrollment
Application for Approval of Homebound Instruction-Training of Mentally Retarded Child Form MR-HB-1	Prior to Enrollment
Physician's Statement Regarding Homebound Mentally Retarded Child Form VII-2	Prior to Enrollment and every third year
Addition of DAYS ATTENDED Data to Enrollment Reports	July 15
Annual Financial Report — Special Education Form PI-BHC-SE-20	July 15*
Reimbursement Claim for Homebound Instruction Training — Mentally Retarded — Form CR-1	July 15
Annual Summary Report of Psychological Services to Exceptional Children — Form PI-BHC-SE-30	July 15**

* Unless summer schools in operation. Then report due by September 15.

** Not to be used by districts using the 70% reimbursement plan.

Interagency Referral Form for the Mentally Handicaped — Form 1.A-1	**Prior to Referral**
Report of Transportation of Handicapped Children — PI-BHC-SE-1	
I Application for Approval	**October 1**
II Claim for General & Special Transportation Aid	**July 15**

The system of report form numbering and lettering is undergoing study and revision at the present time. As forms are reprinted, minor changes will be incorporated, e.g., Form PI-BHC-SE-20, to conform to overall departmental policies.

Appendix B

Bureau for Handicapped Children: Forms

Annual Plan of Services—Mentally Retarded

In order to participate in state aid, a school administrator is required to apply to the State Superintendent for authorization to operate a special class. This application is in the form of a Plan of Service and is submitted annually to the Bureau for Handicapped Children for approval. The plan includes operating details, classroom description, information regarding the licensure of the teachers, etc.

> The State Superintendent has the authority to approve or disapprove the plans for the class on the basis of his being satisfied that there is need for such a class, and that it has been operated in accordance with the statutes and the standards set up by him.

These annual plans are due to the office of the Bureau for Handicapped Children on or before August 1. Summer session plans are due by April 15, and no programs may be approved after this date. School administrators considering the establishment of a new special class should submit two copies of this plan of service as early as possible, so that approval may be obtained prior to start or extension of the actual special class service. One of these plans will be returned with the State Superintendent's approval. If any additions or corrections are to be made to the Annual Plan, they must be made in writing to the State Superintendent and specific authorization for such items given by him.

Copies of the county and district Annual Plan of Services for educable and trainable classes, homebound instruction-training, and for summer school programs for the retarded are shown below:

PI-BHC-I-1

SUBMIT IN DUPLICATE
ONE COPY WILL BE RETURNED

ANNUAL PLAN OF SERVICE
MENTALLY RETARDED: EDUCABLE
(Under Sections 20.650, 41.01, 41.03)

School District or County
if county operated
School Year ______

Section 41.01 (1) provides that a local school district or a county, upon authorization of the county board, may make application for special class aids to the State Superintendent. The plans should be well thought out. This blank may serve as a guide and as an application.

ADMINISTRATION

Basis of selection of children (Check)
Individual intelligence test ______
Group achievement test ______
Group intelligence test ______
Age-grade retardation ______

What is your basic I.Q. range for these classes ______

Who will be responsible for: Individual testing ______

Group Testing ______ Supervision of classes ______

Transfer of pupils and parent conferences ______

Are all classes housed in regular school buildings ______ Exceptions ______

Are all classrooms standard size ______ Exceptions ______

Location of class (address) ______

Are equipment and space available for: Arts and Crafts ______ Woodwork ______
Cooking ______ Sewing ______

Are children included in regular service of: Library ______ Audio-Visual ______
Music ______ Physical Education ______ Art ______ Cafeteria ______
Others (specify) ______

Number of hours in school day: Pre-primary ______ Primary ______ Intermediate ______ Junior H.S. ______ Senior H.S. ______

Transportation will be furnished: Yes ______ No ______ To all children ______ Selected children ______

Lunch will be furnished: Yes ______ No ______ To all children ______ To selected children ______

Non-resident children will be admitted if there is space and they are properly certified under Section 41.01. Yes ______

School Year Calendar

Date pupils report ______ Date teachers report ______

Last day of school before Christmas vacation ______
First day of school after Christmas vacation ______

Last day of school before spring vacation ______
First day of school after spring vacation ______

Last day of school for pupils ______
Last day of school for teachers ______

Other days during school week when school is not in session ______
Last day of first semester ______ First day of second semester ______

Bureau for Handicapped Children, State Department of Public Instruction
Madison, Wisconsin

PI-BHC-I-1

SUBMIT IN DUPLICATE
ONE COPY WILL BE RETURNED

ANNUAL PLAN OF SERVICE
MENTALLY RETARDED: EDUCABLE
(Under Sections 20.650, 41.01, 41.03)

School District or County if county operated ______

School Year ______

Section 41.01 (1) provides that a local school district or a county, upon authorization of the county board, may make application for special class aids to the State Superintendent. The plans should be well thought out. This blank may serve as a guide and as an application.

ADMINISTRATION

Basis of selection of children (Check)
  Individual intelligence test ______
  Group achievement test ______
  Group intelligence test ______
  Age-grade retardation ______

What is your basic I.Q. range for these classes ______

Who will be responsible for: Individual testing ______

Group Testing ______ Supervision of classes ______

Transfer of pupils and parent conferences ______

Are all classes housed in regular school buildings ______ Exceptions ______

Are all classrooms standard size ______ Exceptions ______

Location of class (address) ______

Are equipment and space available for: Arts and Crafts ______ Woodwork ______
Cooking ______ Sewing ______

Are children included in regular service of: Library ______ Audio-Visual ______
Music ______ Physical Education ______ Art ______ Cafeteria ______
Others (specify) ______

Number of hours in school day: Pre-primary ______ Primary ______ Intermediate ______ Junior H.S. ______ Senior H.S. ______

Transportation will be furnished: Yes ______ No ______ To all children ______ Selected children ______

Lunch will be furnished: Yes ______ No ______ To all children ______ To selected children ______

Non-resident children will be admitted if there is space and they are properly certified under Section 41.01. Yes ______

School Year Calendar

Date pupils report ______ Date teachers report ______

Last day of school before Christmas vacation ______
First day of school after Christmas vacation ______

Last day of school before spring vacation ______
First day of school after spring vacation ______

Last day of school for pupils ______
Last day of school for teachers ______

Other days during school week when school is not in session ______
Last day of first semester ______ First day of second semester ______

Bureau for Handicapped Children, State Department of Public Instruction
Madison, Wisconsin

PERSONNEL

Name of teacher	% time special teaching-mentally retarded	Special permit license or certificate	Salary July 1 to June 30

ESTIMATED NUMBER OF CHILDREN

	Resident full-time	Resident part-time	Non-resident
Pre-primary (4-6)	______	______	______
Primary age (6-9)	______	______	______
Intermediate age (10-12)	______	______	______
Junior high age (13-15)	______	______	______
Senior high age (16-up)	______	______	______

ANTICIPATED EXPENDITURES

Reimbursable Items		State department use	
		Approved	Not approved
Salaries of qualified teachers Number of teachers ________	$		
Special books	$		
Special equipment	$		
Resident transportation	$		
Non-Resident transportation (boarding)	$		
Board and room for non-residents	$		
Other (specify)	$		
Lunches (Number to be served ________) *	$		
Psychometric services to mentally retarded **	$		
Licensed psychologist Yes ____ No ____ Licensed psychometrist Yes ____ No ____ Salary of psychometrist (or psychologist) for coming year ________ Number of special classes ________ TOTAL	$		

Date ______________ (Signed) ________________________________
Administrator

This plan approved by ____________________ ____________________
State Supervisor State Superintendent

Date ______________ By ________________________________
Assistant State Superintendent

Exceptions:
* At 20¢ per lunch served
** At 3% per unit serviced

Bureau for Handicapped Children, State Department of Public Instruction, Madison, Wisconsin

STATE DEPARTMENT OF PUBLIC INSTRUCTION
MADISON, WISCONSIN 53703

ANNUAL PLAN OF SERVICES
MENTALLY RETARDED: TRAINABLE
(Under Sections 20.650, 41.01, 41.03)
Form No. 7-5.

SUBMIT IN DUPLICATE – One copy will be returned

School District or County

Section 41.01(1) of the Wisconsin Statutes requires that the school district make application for special class approval when state reimbursement is requested. This blank is designed to meet that requirement.

ADMINISTRATION

Who will be responsible for transfer to special class

General supervision

Parent conference

What are your criteria for selection of children (check):

☐ Individual Intelligence Test
☐ Is Not Blind or Deaf
☐ Is Medically Certified as being in Satisfactory Physical Condition to Attend School
☐ Is Sufficiently Socialized to be in a Group
☐ Has Had the Immunizations Ordinarly Required by Your City
☐ Social Maturity Assessment
☐ Has Speech and Language
☐ Has Established Basic Personal Habits
☐ Ambulatory
☐ Is Not a Danger to Self or Others

What is your plan of Parent Conferences:

Location of Classes (Address)

Are Facilities Adequate: Approximate size of classrooms ____________

Desks ☐ Yes ☐ No
Fire Extinguishers ☐ Yes ☐ No
Lockers ☐ Yes ☐ No
Heat ☐ Yes ☐ No
Worktables ☐ Yes ☐ No
Ventilation ☐ Yes ☐ No
Lighting ☐ Yes ☐ No
Storage Space ☐ Yes ☐ No
Toilets ☐ Yes ☐ No
Water Supply ☐ Yes ☐ No

Days in School Year

Hours in the Half-day Units: A.M. P.M.

How is Transportation Provided:

Do you plan to operate a full-day unit ☐ Yes ☐ No

Hours in the full-day unit

Age range of pupils

Estimated number of children to be served

PERSONNEL

Name of Teachers	% Time Special Teaching Mentally Retarded	Special Permit, License or Certificate	Salary July 1 to June 30

Name of Assistant Monitors – Special Education

ANNUAL PLAN OF SERVICES – DISTRICT – *TRAINABLE*

ANTICIPATED EXPENDITURES

		State Department Use	
		Approved	Not Approved
Salaries of qualified teachers Number of teachers ________	$		
Salaries of assistant monitors-special education Number of monitors ________	$		
Special books and supplies	$		
Special equipment	$		
Resident transportation	$		
Non-resident transportation (boarding)	$		
Board and room for non-residents	$		
Others (specify) Lunches (Number to be served ________)*	$		
Psychometric services to mentally retarded**	$		
Licensed psychologist Yes___ No___ Licensed psychometrist Yes___ No___ Salary of psychometrist (or psychologist) for coming school year ________			
TOTAL	$		

Date ____________________ (Signed) ____________________
Administrator

This plan approved by ____________________
State Supervisor State Superintendent

Date ____________________ By ____________________
Assistant State Superintendent

Exceptions:
* At 30¢ per lunch served
** At 3% per unit serviced

Bureau for Handicapped Children, State Department of Public Instruction
Madison, Wisconsin 53703

SUBMIT IN DUPLICATE
ONE COPY WILL BE RETURNED

____
School District/or County if County Operated

Summer Session Year 19______

ADDENDUM
ANNUAL PLAN OF INSTRUCTIONAL SERVICES
SUMMER SCHOOL PROGRAMS FOR MENTALLY RETARDED
(Under Section 40.99, Wisconsin Statutes)

______Educable
______Trainable
(Check)

Section 40.99 provides that a local school district or a county superintendent, the latter upon authorization of the county board, may elect to operate summer classes and may make application from special class aids to the State Superintendent pursuant to 40.99(5). The plans for summer school services should be well thought out. This blank may serve as a guide and as an application.

ADMINISTRATION

What are your basic purposes in providing summer school services?

A. ____________________

B. ____________________

C. ____________________

Will this service be used as a demonstration project, a laboratory practicum for interning teachers, or some other special purpose? *Please clarify:*

____

____

What qualitative factors or aspects of this summer program differentiate it from your regular school year service?

A. ____________________

B. ____________________

C. ____________________

Will parents be encouraged to become involved in this summer program? ______Yes ______No. Please indicate your plans below:

____

____

Will parental consent for attendance be obtained prior to the opening of summer school? ______Yes ______No.

Will parents be advised that children are to attend regularly throughout the period of summer school operation?

______Yes ______No.

Will non-resident children be permitted to attend? ______Yes ______No.

Date teachers report ____________ Date pupils report ____________

Last date teachers are employed ____________ Last date pupils attend ____________

Location of class (School and Address) ____________

Name of individual in charge of summer session ____________

Number of hours in the school day: ______Trainable ______Primary ______Intermediate ______Secondary

Transportation will be furnished: ______Yes ______No ______To all children ______To selected children

SUBMIT IN DUPLICATE
ONE COPY WILL BE RETURNED

SCHOOL DISTRICT ____________________
SCHOOL YEAR ____________________
COUNTY ____________________

ANNUAL PLAN OF SERVICES
HOMEBOUND-MENTALLY RETARDED 41.01 (9a), WIS. STATS.

ADMINISTRATION

Who will be responsible for processing applications for service from families and physicians?

(specify) ____________________

Who will specify level of retardation and enrollment standards pursuant to 41.01 (9a)?

(specify) ____________________

What methods of home instruction will be employed? (check)
  Major emphasis on parental counseling ____________
  Major emphasis on education and/or training of child ________
  Combination of the above ____________________

All homebound teachers must hold current Wisconsin Teachers' licenses. It will be necessary for you to maintain all records required by Dept. of Public Instruction (including physician's statement) in your office. Provisions should be made to have the homebound teacher receive the benefits of retirements, personal liability, social security and other fringe benefits.

PUPILS

Since this provision in no way substitutes for special classroom provision for educable or trainable mentally retarded pupils, only those pupils will be included: (a) Where those services are lacking and where they are specifically recommended by the state or local school psychologist (with medical sanction) and (b) Where the mentally retarded pupil may be physically incapable of attending a school service. Generally educable level children attend regular classes where special class service is non-existent.

All pupils will be between 4 and 20 years of age as required in Section 41.01 (9a) and will have I.Q.'s below 80.

Only those children who will be on homebound service for more than 30 days shall be included. Pupils are to be carried on the local school roster as enrolled pupils.

All children in this program will be mentally retarded and a physician's statement indicating the child's general physical condition will permit him to carry a homebound program should be submitted to the Bureau. These physician's statements will be placed on file in our office. It is only necessary to submit physicians' statements once every 3 years for long-term homebound pupils.

All records required to maintain this program shall be submitted to the Bureau for Handicapped Children by July 15 of each school year.

Estimated number of children to be served ____________________ Cost of This Service ____________________
  a. Number of severely retarded (minimum of once/month ____________
  b. Number of trainable retarded (average of 2/3 times/week ____________
  c. Number of educable retarded (________ times/week) ____________

Date ____________________ Signed ____________________
City Superintendent/County Superintendent

Approved by ____________________ ____________________
State Supervisor State Superintendent

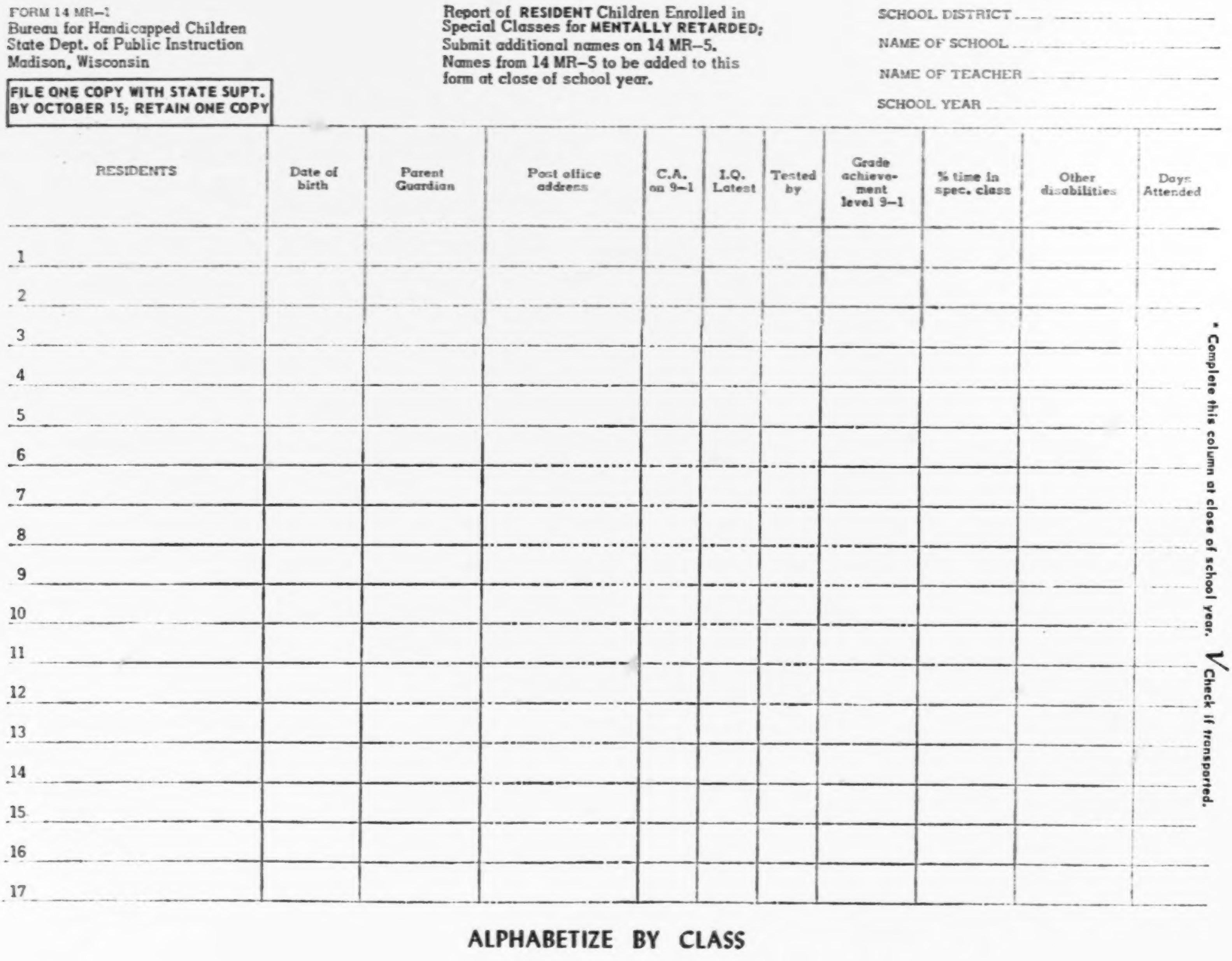
Date ____________________ ____________________
Assistant State Superintendent

Bureau for Handicapped Children
State Dept. of Public Instruction
126 Langdon Street
Madison, Wisconsin 53703

Report of Resident and Non-Resident Enrollment In Special Classes for Mentally Retarded

Forms 14 MR—1 (District)
14 MR—2 (County)
14 MR—2 (Non-Resident)

These forms report actual enrollments, alphabetically and by class, for each unit which the State Superintendent has given authorization by approval of the Annual Plan of Service. Enrollment forms must be submitted annually by October 15. These reports should be completed in duplicate and one copy sent to the Bureau for Handicapped, the other being retained by the operating district. The "Days Attended" column is not completed until the close of the school year when the forms are returned to the school district or county about May 1. Form 14 MR-1 is shown below. Forms 14 MR-1 (County) and 14 MR-2 (Non-Residents) are similar except that the School District of Residence and County of Residence have been included.



FORM 14 MR—1
Bureau for Handicapped Children
State Dept. of Public Instruction
Madison, Wisconsin

FILE ONE COPY WITH STATE SUPT. BY OCTOBER 15; RETAIN ONE COPY

Report of **RESIDENT** Children Enrolled in Special Classes for **MENTALLY RETARDED**; Submit additional names on 14 MR—5. Names from 14 MR—5 to be added to this form at close of school year.

SCHOOL DISTRICT ____________
NAME OF SCHOOL ____________
NAME OF TEACHER ____________
SCHOOL YEAR ____________

RESIDENTS	Date of birth	Parent Guardian	Post office address	C.A. on 9—1	I.Q. Latest	Tested by	Grade achievement level 9—1	% time in spec. class	Other disabilities	Days Attended
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										

* Complete this column at close of school year. √ Check if transported.

ALPHABETIZE BY CLASS

Report of Child Considered for Enrollment In Special Service for Retarded

This form is to be used by school districts and counties to report pending individual enrollments in classes for trainable or educable retarded children after the district or county has submitted their October Reports of Resident and Non-Resident Enrollment (14 MR-1, 14 MR-1 (County), 14 MR-2). No child is to be enrolled in a class without prior notification to the Bureau. At the close of the school year the specific information regarding these individual enrollments is to be added to forms 14 MR-1, 14 MR-1 (County), and 14 MR-2. Two copies are transmitted to the Bureau, the third copy being retained in the local district's files. Approval or disapproval of the pending enrollment will be indicated by Bureau personnel on the second copy. Psychological reports on pending enrollments should be transmitted with Form 14 MR-5. In addition, in situations where "special approval" for high borderline cases is being sought, a definitive statement of need, school achievement records, and other supportive data should be transmitted with Form 14 MR-5 shown below:

REPORT OF CHILD CONSIDERED FOR ENROLLMENT IN SPECIAL SERVICE FOR RETARDED

14MR-5

Submit 2 Copies If Child Not Reported on October Enrollment (Forms 14MR)

Name of Child: Last First Middle | Date of Birth

Parent's or Guardian's Name

Address: Street City State

Local School District: No. Town City Village

Diagnosis | Other Disabilities

Date of Pending Enrollment | % Time in This Special Class

Name of School | Name of Teacher

C.A. Sept. 1 Latest I.Q. Grade Achievement on Sept. 1

Tested By

Is Child ☐ Trainable ☐ Educable | Is Child Boarded? ☐ Yes ☐ No | What District Pays Board?

Approved By | Administrator's Signature

Bureau For Handicapped Children | School District or County Operating Class

State Dept. of Public Instruction
Madison, Wisconsin

Prepare in triplicate. Send white and yellow copies to Bureau for Handicapped Children. Yellow copy will be returned to district.
NOTE: No carbon paper necessary. Use ballpoint pen.

Application for Approval of Homebound Instruction—Training of Mentally Retarded Child

This form is to be sent in duplicate to the Bureau for Handicapped Children upon election of the district or county to provide homebound instruction for mentally retarded children in the respective areas. The Bureau returns one application sheet which signifies the State Superintendent's approval of the stated arrangements. Accompanying this application should be the Physician's Statement Regarding the Homebound Mentally Retarded Child if this is the *initial* application, or if this is the *fourth* year the child has remained on a homebound basis.

APPLICATION FOR APPROVAL OF HOMEBOUND INSTRUCTION-TRAINING OF MENTALLY RETARDED CHILD

This form to be sent *in duplicate* to the Bureau for Handicapped Children, Department of Public Instruction, Madison, Wisconsin. 1 copy will be returned for your files.

Name of Child ____________________

Date of Birth ____________________

Address ____________________

School District No. and Name ____________________

Parent or Guardian ____________________

County ____________________

Address ____________________

Level of Retardation: **(Check one)**

☐ Questionable (Gross or unable to evaluate at this time)

☐ Trainable (35-50 I.Q.)

☐ Educable (50-80 I.Q.)

Homebound Instruction to be carried on:

________ times per month or ________ times per week

Major emphasis upon: (Check)

☐ Parental counseling ☐ Training

☐ Education

Or a combination of ____________________

Name of Instructor ____________________

Type of License or Permit held ____________________

Valid for this school year? ☐ Yes ☐ No

Psychometric Test Score ________ Test ________

Tested by ____________________

Date of Testing ____________________

Handicap in addition to retardation

☐ Physically Handicapped

☐ Emotionally Handicapped

Experience with the retarded ____________________

Application is hereby made for the approval of the above named child for homebound instruction and/or training under Section 41.01 (9a) of the Wisconsin Statutes.

A physician's statement attesting to the child's physical fitness to receive such type training is attached to this application.

According to the information at hand, I believe this child is eligible for this type of service as set forth in the School Code and in the Department of Public Instruction's Policy Statement.

Date ____________________

____
School Administrator

____
Address

FOR DEPARTMENTAL USE ONLY

William C. Kahl
State Superintendent

____
Special Education Supervisor

____
Date

____
John W. Melcher, Assistant State Superintendent
Director, Bureau for Handicapped Children

____
Date

____
School Year

MR-HB1

Physician's Statement Regarding the Homebound Mentally Retarded Child

This form signifies that the local physician believes the mentally retarded child's physical condition warrants his carrying a homebound program of instruction and training. This form should accompany the previous Form MR-HBI, Individual Application for Approval of Homebound Instruction-Training of Mentally Retarded Child, if this is an *initial* application. A physician's statement is also required every *three* years for continuance of the service.

VII 2

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR HANDICAPPED CHILDREN
MADISON, WISCONSIN

Physician's Statement Regarding the Homebound Mentally Retarded Child

Name of Child ____________________

Parent or Guardian ____________________

Address ____________________

Date of Birth ____________________ Sex __________

County ____________________

1. I find the above named child to have the following disability:

   Diagnosis: ____________________

   Description of disability: ____________________

   Prognosis: ____________________

2. Is the child physically unable to attend his regular public schools?

   ☐ Yes ☐ No Comments: ____________________

   ____

3. Do you consider that this child's physical condition would permit him to carry a homebound instructional or training program? ☐ Yes ☐ No

4. Do you consider the mother's mental or emotional status stable enough to benefit from parental counseling? ☐ Yes ☐ No Comments: ____________________

   ____

   ____

5. Do you recommend that this child be confined to home, hospital, or residential institution?
   ☐ Yes ☐ No Additional Comments: ____________________

   ____

   ____

6. What is the probable length of time child will be homebound?
   ________ months ________ years; or indefinite ________

Date ____________________ ____________________ M.D.

____
Address

Annual Financial Report — Special Education

Educable-Trainable

This form is a financial end-of-school year statement of expenditures involved in maintaining public school classes for mentally retarded children.

Table I indicates enrollment of full-time and part-time resident and non-resident pupils in special classes and should be computed from FORMS 14 MR-1, 14 MR-2, or 14 MR-1 (County). The grand total of enrollees should coincide with the total number of children reported on the above-mentioned forms.

Only qualified teachers of the mentally retarded and licensed teacher aides should be reported in Table II.

Page two, Table III, of PI-BHC-SE-20 itemizes total expenditures under Prorate and Non-Prorate claims. This page is self-explanatory. These forms should be completed in triplicate and *two* copies mailed to the Bureau for Handicapped Children by July 15, except where summer sessions are in operation. In these instances, annual financial reports are due in the Bureau by September 15. Pages 1 and 2 of Form PI-BHC-SE-20 are shown below:

Wisconsin Department of Public Instruction
ANNUAL FINANCIAL REPORT–SPECIAL EDUCATION
PI-BHC-SE-20 (Rev. 3-67)

INSTRUCTIONS: *File two copies with the State Superintendent prior to July 15. Retain one copy*
USE SEPARATE FORM FOR EACH PROGRAM.

☐ Impaired Vision
☐ Impaired Hearing
☐ Mentally Retarded (Educable)
☐ Mentally Retarded (Trainable)
☐ Special Learning Disabilities
☐ Emotionally Disturbed
☐ Speech Correction
☐ Special Language Disorders

NO. OF CLASSES
NO. NEW CLASSES

School District Name (or County Handicapped Children's Board, or CESA.)
Address
Zip Code

TABLE I. ENROLLMENT

Number of Children	Resident	Non Resident	AGE GROUPS 5-9	10-12	13-15	16-20	TOTAL
Full Time							
Part Time							

List school districts, if administered by CESA
1.
2.
3.
4.
5.
6.

TABLE II. QUALIFIED PERSONNEL AND SALARIES
(Include Summer School salaries, even though school ends after July 1.)

	NAME	TITLE	No. Months in Sch. Year	*Total paid this School Year	**Amount Claimed	APPROVED Salary	
A. QUALIFIED TEACHERS	1.						
	2.						
	3.						
	4.						
	5.						
	6.						
	7.						
	8.						
	9.						
	10.						
	11.						
B. ASST. MONITORS	1.						
	2.						
	3.						
	4.						
		TOTAL					

* Include fringe benefits paid by administrator.
** Actual number of months employed for claim year (including paid sick leave) x monthly salary x % given to special classes

STATE OF WISCONSIN } ss
COUNTY OF
Subscribed and sworn before me

this day of , 19
Notary Public

Commission Expires

I, , being duly sworn, depose and say that this statement of receipts; expenditures and data is correct, that the several sums itemized under expenditures were actually disbursed in the interest of services for children with the special education need indicated, and that the total amount claimed as indicated below has not been reimbursed to this administrator from other sources.

Amount Claimed	For School Year Ending	Signature (Treasurer for the Administration)

PI-BHC-SE-20 (Rev. 3-67) Continued

PLEASE NOTE THAT BOTH GENERAL AND SPECIAL TRANSPORTATION AIDS FOR HANDICAPPED CHILDREN ARE CLAIMED HERE.

TABLE III FINANCIAL STATEMENT

RECEIPTS

Tuition	Special Aids	General Aids	Others (Specify)	Total
$	$	$	$	$

EXPENDITURES

1. Item	2. Total Cost	3. Amount Claimed		State Department Use Only 4. Amount Approved	
		A. Gen. Aids	B. Spec. Aids	A. Gen. Aids	B. Spec. Aids
1. Salaries of qualified personnel (include fringe benefits)	$	▨ $	$	▨ $	$
2. Special Books		▨		▨	
3. Special Instructional Equipment		▨		▨	
4. OTHERS SPECIALLY APPROVED (Prior written approval required) a.		▨		▨	
b.		▨		▨	
c. Lunches (@ 30¢ maximum) Staff Pupils Total No. ______		▨		▨	
d. Psychometric costs (from report of services, PI-BHC-SE-30)		▨		▨	
5. Resident transportation to Special Class					
6. Total Prorate items	$	$	$	$	$
7. 70% of prorate items	▨	▨	▨	▨	$
8. Non-resident (boarding) transportation to class	$	$	$	$	$
9. Total Board and Room (Cols. 4, 5, and 6, Table V)					
10. Boarding Home Placement (Hearing and vision only)		▨		▨	
11. Total non-prorate items	$	$	$	$	$
12. Total prorate and non-prorate (6 + 11)	$	$	$	$	$

TABLE IV TRANSPORTATION

1. Distance	2. Days	3. Aid per Pupil	4. Resident Pupils	5. Resident Pupil Aid (3 x 4)	6. Non-resident Boarding	7. Non-resident Aid (3 x 6)
0-5 Miles	1-90	$ 12				
	Over 90	24				
Over 5 Miles	1-90	18				
	Over 90	36				
			Total to Lines, Col. 3A	$	Total to Line 8 Col. 3A	$

STATE AIDS APPROVED

Special Educ. Aids	$
Special Trans. Aids	$
Total Check	$
General Trans. Aids	$

TABLE V BOARD AND ROOM OF NON-RESIDENT CHILDREN ATTENDING SPECIAL CLASS

1. NAME OF CHILD	2. School Days	3. Weeks (Col.2 ÷ 5)	4. Total cost of Board and Room	5. State General Aid (Col. 3 x $6 or Col.4 x 60% whichever is smaller)	6. Balance Special Aid (Col.4–Col.5)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
TOTAL (to line 9 above)					

Reimbursement Claim for Homebound Instruction—Training for Mentally Retarded

This form is a certified cost report of individual district and county expenditures for the education and training of homebound mentally retarded pupils in their respective areas. No claim should be made for homebound reimbursement without a prior "Application for Approval of Homebound Instruction-Training" having been previously submitted. Claims are submitted in duplicate by July 15 with one copy being retained in the local files.

SUBMIT IN DUPLICATE
Retain one copy for local files

REIMBURSEMENT CLAIM FOR HOMEBOUND INSTRUCTION TRAINING – MENTALLY RETARDED

STATE OF WISCONSIN, Department of Public Instruction
Bureau for Handicapped Children, Madison, Wisconsin

______________ School District

______________ School Year

______________ County

		Check one									
Name of Child	Number of Days of Homebound Instruction	Educable	Trainable	Very severely retarded	Parental-counseling	Educational-training	Combination	Names of qualified teachers'	Teacher salary per pupil (per hour)	Total cost per pupil	This column for State Department use only
1.											
2.											
3.											
4.											
5.											
6.											

Any school district or county expecting to receive reimbursement for expenditures of funds for one or more mentally retarded children, shall have previously submitted an individual application for approval of said service and this application having been approved by the State Superintendent, shall file a statement of the cost and nature of such instruction with the Bureau for Handicapped Children pursuant to Section 41.01 (9a) and 20.650 (15) of the Wisconsin Statutes by July 1 of the school year.

Name of Treasurer' ______________ Address ______________

It is hereby certified that the total cost of our homebound instruction and training program for the mentally retarded of our district-county (strike one) for the 19____school year is $______, as reported on the attached cost report form.

____
Notary Public

My commission expires

____

____
Administrator of school district or county

____
Clerk of School Board
District or County Clerk

______________ Bureau Supervisor

______________ Bureau Director

______________ State Superintendent

Form CR-1

Annual Summary Report of Psychological Services to Exceptional Children

This annual report of psychological services rendered to exceptional children is used with districts or counties following the 3% formula plan described earlier in this manual. The report is due in the Bureau on July 15 of each school year and should be attached to the Form PI-BHC-30 in order to clarify the derivation of the area's claim for support of psychometric services under the 3% plan. It *should not* be used by districts, counties, or cooperative educational service agencies following the 70% support plan.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
REPORT OF PSYCHOLOGICAL SERVICES
PI-BHC-30 (Rev. 3-67)

School District Name (Or County Or CESA)	Address	County	Zip Code

I. PSYCHOLOGICAL PERSONNEL

1. Name	2. Level of Cert.	3. Total Salary	*4. % of Time	5. Cost Base	6. Time Assigned to Other Duties	
					%	Responsibility
1.						
2.						
3.						
4.						
5.						
Total for Personnel Who Spend 30% or More						

*Percent of Time Spent in Individual Assessment and Interpretation

II. EVALUATIONS (BY TYPE)

	1. Mentally Retarded	2. Ortho. Handicap	3. Visual Handicap	4. Auditory Handicap	5. Language Disability	6. Learning Disability	7. Emotional Disturbance	8. Other	9. Total
1. New Tests									
2. Re-Evaluations									
3. Total									

III. EVALUATIONS (BY I.Q.)

	1. 86+	2. 81-85	3. 50-80	4. 30-49	5. 0-30	6. Total
1. New Tests						
2. Re-Evaluations						
3. Total						

IV. OTHER STAFF MAKING INTERPRETATIONS

Name	Position
1.	
2.	

V. SUMMARY OF SERVICES

1. Total Number of Classes	
2. Total Number of Referrals	
3. Total Interpreted to Parents, Teachers, and Community Agencies	

VI. COMPUTATION FOR REIMBURSEMENT

Step A.	Step B.	Step C.	Step D.
Divide Total of Table I, Col. 4 by 100. 100	Divide Total of Table I, Col. 5 by Quotient of A.	Multiply Number of Classes (Table V-1) by .03. Classes X .03 Total Percent	Multiply Quotient of Step B (Average Salary) by Product of Step C. Answer Step B. Product Step C. Reimbursement Claim $

Date Submitted	For Year Ending	Signature (Person Preparing)	Signature (Administrator)

Report of Transportation of Handicapped Children

Form SE-1, Report of Transportation of Handicapped Children, is used for both the application for approval of transportation and the end-of-the-school year claim for transportation aids. This form is used by both districts and counties for reporting their resident children being transported to special classes in *other* districts (or counties). Resident children being transported to classes operated by a district (or county) are approved for transportation to these classes on the Annual Plan of Services and claimed under Table IV of the SE-24 or 25 Annual Financial Reports. These claims *should not* be listed on the SE-1 unless the State Department specifically requests this information.

The SE-1 Application for Approval is due in the Bureau on October 15. *Three* copies are to be submitted and one copy of the approval is returned for the local files. About May 1 the *original* of the approval is returned to the district (or county) for completion of the claim and the affidavit section (SE-1A) on the reverse side of the form. The completed claim is due by July 15. Only the *original* copy should be returned to the Bureau.

REPORT OF TRANSPORTATION OF HANDICAPPED CHILDREN
Wisconsin Department of Public Instruction
PI-BHC-SE-1 (Formerly ST-1) (Rev. 6-67)

Page ______ of ______

INSTRUCTIONS: Submit original and 2 copies to the State Superintendent for preliminary approval by October 1. See reverse side for subsequent procedure. Please note that both general and special transportation aids for handicapped children are claimed here. Do not report handicapped children on your Annual Report, PI-FS-5.

Name.(District, County, or CESA)	Address	Zip Code	County	School Year	Signature (Chief Administrator)

PART I. Preliminary application: Do not include child for approval unless the child has been approved for enrollment. Indicate contract cost of transportation between child's home and class of attendance.

PART II. Complete these columns and affidavit on reverse side at close of school year.

Name of Child Star if regular (non-special) class	Age Sept 1	School District of Residence	School District of Attendance Group by Handicap	Distance One Way - Home To School of Attendance					Time riding One Way	Daily Contract Cost	* Handicap (type)	State Dept. Use Only	School Days Transported	Daily Rate Paid	Total Amount Paid	General Aid Claimed	Special Aid Claimed	State Department Use Only
				0-5 mi.	5.1-8 mi.	8.1-10 mi.	10.1-20 mi.	Over 20 mi.										Special Aid Paid
												TOTAL						

* Abbreviate: D - Deaf, ED - Emotionally disturbed, EMR - Mentally retarded educable, PH - Physically handicapped, including crippled, cardiac, other disabilities, SLD - Special learning disabilities, TMR - Mentally retarded trainable, V - Vision

Approved (Director, Bureau for Handicapped Children)   Date

Interagency Referral Form for the Mentally Handicapped

Form I-A-1 was developed cooperatively by the following state agencies and divisions: Division of Mental Hygiene, State Department of Public Welfare; Bureau for Handicapped Children, State Department of Public Instruction; and the State Vocational Rehabilitation Agency. This form is to be used by cooperating state agencies in initiating referrals for mentally handicapped individuals in the State of Wisconsin. Eligibility for services from the respective agencies will be determined by their available resources, policies, and criteria of eligibility. Local public schools should utilize this form in initiating referrals of identified mentally retarded children to Day Care Services when these children are found to be currently ineligible for public school services. Similarly this form should be used by the local public school to refer potential candidates to local Vocational Rehabilitation Services. In addition, referrals may be made to the Developmental Evaluation Center at Central Colony and Training School, Madison, of suspected or known cases of mental retardation for comprehensive diagnostic services and/or evaluation of work potential. When any of these abovementioned referrals are made by the local public schools, *one* copy of the completed form is to be transmitted to the Bureau for Handicapped Children. Form I-A-1 is shown below:

INTER-AGENCY REFERRAL FORM FOR THE MENTALLY HANDICAPPED

TO: Agency ____ Individual ____ Address ____
FROM: Agency ____ Individual ____ Address ____
Date of Referral: Month ____ Day ____ Year ____

REGARDING: Name ____ (LAST FIRST MIDDLE) Birthday ____ (MONTH DAY YEAR) Age ____

Address: ____ (STREET TOWN OR CITY COUNTY) Father or Guardian ____

REASON FOR REFERRAL:

(Check as Applicable)

INTELLECTUAL LEVEL:

I.Q. ____ Date Tested ____
- ____ No retardation 85+
- ____ Borderline retardation 70-84
- ____ Mild retardation 55-69
- ____ Moderate retardation 40-54
- ____ Severe retardation 25-39
- ____ Profound retardation-below 25

ADAPTIVE BEHAVIOR:
- ____ No retardation
- ____ Mild retardation
- ____ Moderate retardation
- ____ Severe retardation
- ____ Profound retardation

PHYSICAL DYSFUNCTIONS:
- ____ Sight
- ____ Hearing
- ____ Speech
- ____ Ambulation
- ____ Epilepsy
- ____ Neurological
- ____ Amputation
- ____ Others ____

CLINICAL DESCRIPTION: Psychometric, Psychological, and Medical (Attach additional information if necessary)

PREVIOUS SERVICES RECEIVED: Type
- ____ Public or parochial regular school classes; ____ Elem., ____ Jr.H., ____ H.S.
- ____ Educable level special class; ____ Elem., ____ Jr.H., ____ H.S.
- ____ Trainable level special class. ____ Day care. ____ Residential care
- ____ Homebound instruction
- ____ Other special class services ____
- ____ Others (Describe) ____

Content

Personal Habits and Social Adjustment ____

Academic ____

Occupation Information ____

Job Skill Training ____

ANTICIPATED LEVEL OF SERVICES:
- ____ Work adjustment
- ____ Sheltered workshop
- ____ Personal adjustment and activity
- ____ Others (Describe) ____

ANTICIPATED SCHOOL SERVICES:
- ____ Regular class
- ____ Homebound
- ____ Trainable; ____ Half day, ____ Full day
- ____ Educable; ____ Elementary, ____ H.S.
- ____ Emotionally disturbed ____ Multiply handicapped
- ____ School work adjustment ____ Others (Describe) ____

COMMENTS:

Copy Sent to:
Form I.A.-1 – Bureau for Handicapped Children
Division of Vocational Rehabilitation
Division of Mental Hygiene

INTER-AGENCY REFERRAL FORM I.A.- 1

Form I.A.-1 is to be used by cooperating agencies in initiating referrals for services for mentally handicapped individuals in the State of Wisconsin. The respective cooperating agencies will be responsible for indicating the person to whom referral data will be made available. Eligibility for services from the respective agencies will be determined by their available resources, policies and criteria of eligibility.

REFERRALS FOR DAY CARE SERVICES

Day care is intended primarily for those mentally handicapped persons who, by reason of age and/or severity of handicap are not programmed for by existing health, education and welfare agencies.

Day Care services include:
(1) Day care for mentally retarded children (including pre-school age).
(2) Day care for emotionally disturbed children.
(3) Family day care (day foster home care and training).
(4) Sheltered work and/or activity programs for older mentally handicapped persons.

The State of Wisconsin does not establish or directly administer day care programs but provides grant-in-aid and consultative services for community sponsored and operated programs.

Referrals for day care services should be directed to day care programs operating in the community. *The agency or person making the referral should send a duplicate copy to the Division of Mental Hygiene, State Department of Public Welfare.*

If the day care service required for the mentally handicapped person is not within the program content of the existing day care program, the referral should still be made and a copy sent to the Division of Mental Hygiene. It is anticipated that existing services may be able to eventually offer a wider range of day care programs.

If there is no day care service existing in a community, forward both copies of referral to the Division of Mental Hygiene, State Department of Public Welfare. The Division of Mental Hygiene has the responsibility to assist individuals and community groups in the establishment and development of programs. Such referrals will provide the Division with more precise information as to community needs.

Referrals of older children leaving a school program and in need of day care service should be made *at least 1 year* prior to termination of the school program. For younger children demonstrating lack of readiness for school programs referrals should be made as soon as feasible.

REFERRALS FOR EDUCATIONAL SERVICES

Initial referrals from other agencies will be made to the administrator of the school district of residence. Since available school services and resources will vary in different communities, the age and intellectual maturity level of students eligible for services will also vary in these respective areas.

The referral should be made well in advance of the time a child is considered ready for a public school service, to facilitate the future availability of proper services. The local school will be responsible for determining eligibility for existing current facilities. Non-public school agencies will make direct referrals to the local public school administrators. The accumulated referral material is to be used by the local school administrator for the development and extension of special education services at the local level. A comprehensive community program includes a full range of services which may involve homebound instruction, half-day and full day trainable classes, pre-primary, primary, intermediate, junior high, senior high classes, vocational preparation and on-the-job training.

The agency making the referral should send a duplicate copy of this interagency referral form to the area Bureau for Handicapped Children supervisor. The local referring agency will also be responsible for following through on individual cases referred. The Bureau for Handicapped Children will function as an intermediary agency for collection of referral data and coordination of program service or development. Only in unusual cases will the Bureau for Handicapped Children personnel be involved in direct referral procedures. In these cases, responsibility for specific follow-up will remain with personnel locally responsible for the individual.

REFERRALS FOR VOCATIONAL REHABILITATION SERVICES

The program of Vocational Rehabilitation is administered by the State Board of Vocational and Adult Education. Referrals should be made in advance of employable age — the usual age at referral is 16. Counseling and orientation toward occupations can begin at this time, but the State Board has limited candidates for work adjustment and personal adjustment training to age 17 in order that they will be of employable age (18) upon the completion of a basic job skills program.

The Vocational Rehabilitation program secures case services for the mentally retarded by first entering into a period of counseling. Basic information from school records and records of other institutions are necessary to a complete vocational diagnosis. Vocational Rehabilitation will secure medical examinations and, where necessary, specialist's examinations. Additional psychological services are also obtained. Evaluation, training and adjustment services are secured from agencies offering these services. These may be vocational schools, special classes, work adjustment services and sheltered workshops.

The aim of Vocational Rehabilitation is to prepare the mentally retarded individual for employment. Placement services are provided. Job placement is consistent with the individual's capacities to work and he is followed up on the job to see that it is adequate. Employment may be full time, part time, unpaid family services, homemaking, or sheltered employment.

Eligibility for Vocational Rehabilitation depends upon:

1. a description of the impairment,
2. an indication that the impairment constitutes a substantial handicap to employment, and
3. a reasonable expectation of success (placement) upon the completion of services.

The rehabilitation services are extended to all the counties of the state through the work of case supervisors based in four district offices. The addresses of all division offices are: STATE OFFICE, 14 North Carroll Street, Madison. DISTRICT OFFICES, 8 South Farwell Street, Eau Claire; 100 North Jefferson Street, Green Bay; Vocational School Building, 113 North Carroll Street, Madison and Vocational School Building, Room 246, 1015 North 6th Street, Milwaukee. LOCAL OFFICES: Vocational School Building, LaCrosse; 828 Center Street, Racine; 917 Tower Avenue, Room 11 Superior and 210 Sixth Street, Wausau.

Appendix C

Bibliography of Bureau Publications

Bureau Publications Available for Purchase

Mental Retardation

No.	Title
1.	The Garrison Plan: A Theoretical Distribution of Time Sheet and Experience Areas-1955, 2 pp.
2.	A Developmental Vocabulary Check-List for the Mentally Retarded-1956, 21 pp.
3.	Suggested Centers of Interest for the Mentally Retarded-1963, 7 pp.
4a.	Aids to Motoric and Perceptual Training-1964, 90 pp.
4b.	Readiness Activities for Retarded Children with Emphasis on Perceptual Training-1957, 20 pp.
5.	Decade of Inquiry, 1968, 100 pp.
6.	The Rationale Behind Grouping for Instructional Purposes-1958, 5 pp.
9.	Reading Materials of High Interest, Low Vocabulary Level for the Retarded-1962, 6 pp.
10.	Revised Bibliography on Mental Retardation-1964, 50 pp.
12.	Annotated Bibliography, Curriculum Materials Available on Retardation-1962, 200 pp.
13.	An Overview of School Children Based on Functional Intelligence-1958, 1 p.
15a.	Vol. I — A Potpourri of Ideas for Teachers of the Retarded: Arts and Crafts-1959, 74 pp.
15b.	Vol. II — A Potpouri of Ideas for Teachers of the Retarded: Practical Arts-1962, 86 pp.
18.	Individual Test Interpretation for Teachers-1963, 8 pp.
19.	Speech Development and Improvements for the Retarded Child-1963, 13 pp.
20.	Developing a Modern Curriculum for Retarded Children Through Statewide Participation-1963, 10 pp.
21b.	Primary Level Resource Guide for the EMR-1964, 162 pp.
21c.	Intermediate Level Resource Guide for the EMR-1967, 120 pp.
21d.	Secondary Level Resource Guide for the EMR-1964, 85 pp.
22.	Trainable Level Resource Guide for the TMR-1966, 126 pp.
23.	Teacher Suggested References for Classroom Aids and Materials-1964, 18 pp.
25.	A Movigenic Curriculum-1966, 120 pp.
26.	Language: A Curriculum Guide for Special Education-1966, approx. 25 pp.
27.	Bibliography for Special Learning Disabiilty Units-1966, 19 pp.
28.	Provision for the Low Ability Pupil in the American High School-1957, 10 pp.
29.	Five Point Program of Parent Group-School Cooperation-1962, 5 pp.
30.	Psychologists and Their Role on the School Staff-1960, 4 pp.
31.	School Psychologists and School Social Workers-1965, 5 pp.
32.	Special Education for the Mentally Retarded-1966, (brochure), 5 pp.

Speech and Hearing

No.	Title
33.	Speech and Hearing Services-1955, 47 pp.
34.	Speech Training for Cleft Palate Children: A Teacher-Parent Guide-1957, 51 pp.
35.	Wisconsin Hearing Conservation Program: A Guide for Nurses, Parents, Volunteers-1963, 9 pp.
36.	Suggestions and a General Plan of Therapy for the Hard of Hearing Child-1963, 76 pp.
37.	A Decade of Progress in the Education of the Deaf in Wisconsin-1967

Physically Handicapped

No.	Title
38.	Wisconsin's Program of Homebound Instruction of the Physically Handicapped-1959, 20 pp.
39.	Orthopedic Services for Children-1961, 20 pp.
40.	A Selected Bibliography Relating to the Education of the Physically Handicapped-Mentally Retarded Child-1965, 4 pp.

General

No.	Title
41.	Handbook of Services-Wisconsin Bureau for Handicapped Children-1967, 106 pp.
42.	(Individual program descriptions obtainable. Specify program desired.)
43.	Exceptional Children: Careers in Special Education-1967, 15 pp.
44.	Please Talk With Me-1967
45.	Programming Public School Services for Retarded Children in Wisconsin-1967
46.	Programming Homebound Services-1967
47.	Programming Secondary Level Services-1967
48.	Programming Elementary Level Services-1967
49.	Programming Trainable Servcies-1967
50.	Programming Multiple Handicapped Services-1967

Appendix D

Self-Evaluation Form For Analysis for Programs and Services for the Mentally Retarded

I. GENERAL AREA SERVICES FOR HANDICAPPED CHILDREN

School Area____________________ Date____________

A. Public School Population = ____________

Kdgn.______ Primary(1-3)______ Elem.(4-6)______ Jr.Hi.(7-9)______ Sr.Hi.(10-12)______

B. Parochial School Population = ____________

Kdgn.______ Primary(1-3)______ Elem.(4-6)______ Jr.Hi.(7-9)______ Sr.Hi.(10-12)______

C. Total Area School Population = ____________

State Supervisor ____________ Date of Previous Visits: ______ ______ ______

Local Staff Responsible for Special Class Programs:

Name____________ Title____________

Name____________ Title____________

Name____________ Title____________

Special Education Teaching Staff: (please attach sheet for additional names)

Name____________ Level of Class ____________

Name____________ Level of Class ____________

Name____________ Level of Class ____________

Name____________ Level of Class ____________

Name____________ Level of Class ____________

Types and Numbers of Special Classes:

Educable Mentally Retarded:	Readiness____	Elem.____	Jr.Hi.____	Sr.Hi.____	Ung.____	Total____
Trainable Mentally Retarded:	Readiness____	Elem.____	Jr.Hi____	Sr.Hi.____	Ung.____	Total____
Emotionally Disturbed:	Readiness____	Elem.____	Jr.Hi.____	Sr.Hi.____	Ung.____	Total____
Visually Impaired:	Readiness____	Elem.____	Jr.Hi____	Sr.Hi.____	Ung.____	Total____
Auditorially Impaired:	Readiness____	Elem.____	Jr.Hi____	Sr.Hi.____	Ung.____	Total____
Physically Impaired:	Readiness____	Elem.____	Jr.Hi.____	Sr.Hi.____	Ung.____	Total____
Special Learning Disabilities:	Readiness____	Elem.____	Jr.Hi____	Sr.Hi.____	Ung.____	Total____

Numbers of Auxiliary and Ancillary Services Availab

Speech Consultants ______

Special Area Consultants ______

Itinerant Teachers ______

Homebound Instructors ______

Physical Therapists ______

Occupational Therapists ______

Orthopedic Matrons ______

Assistant Monitors ______

Child Study Office ______

School Psychometrists ______

School Psychologists A ______

School Psychologists B ______

School Social Workers A ______

School Social Workers B ______

Other(s) ______

Number of Physically Impaired Children Enrolled in Regular Classes:

Physically Impaired Children Receiving Special Consideration or Teacher Attention ____________

Physically Impaired Children Receiving Therapy on an Outpatient Basis ____________

Comments and Additions: ____________________

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

II. ADMINISTRATIVE PHILOSOPHY

(check most appropriate)

High ______ ______ ______ Not Done

1. Is there a formulated, adopted, written statement of the area's special education philosophy incorporated within the general administrative handbook and available for general staff distribution? ______ ______ ______ ______
2. Is there evidence of area-wide understanding of the basic special education philosophy reflected in general school programing? ______ ______ ______ ______
3. Is there evidence of an area-wide attempt to provide a total continuum of public school services to the mentally retarded both in range, i.e., pre-primary through adolescence, and levels, i.e., trainable and educable? ______ ______ ______ ______
4. Is there a specific administrative special handbook developed cooperatively by the special education staff and leadership personnel available as a guide for special educators? ______ ______ ______ ______
5. Is there an attempt on the part of leadership personnel to coordinate special education programs with auxiliary school services, i.e., guidance, library, physical education, art, music, health, etc.? ______ ______ ______ ______
6. Is the policy of the area to provide ancillary services to coordinate school services with community services, i.e., mental health clinics, day care services, sheltered workhops, vocational rehabilitation services, etc.? ______ ______ ______ ______
7. Is lay and parent opinion represented in the general planning activities of the area's special education program? ______ ______ ______ ______
8. Is there evidence of open-mindedness and receptivity to new special approaches and activities as represented by pilot programs, demonstration projects, and cooperative research ventures? ______ ______ ______ ______
9. Does the special education program have equal status within the total educational structure as evidenced by the provision of specific qualified special education leadership personnel? ______ ______ ______ ______

Comments: ____

____

Summary of Needs: ____

____

Summary of Strengths: ____

____

Recommendations for Improvement: ____

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

III. ADMINISRATIVE PROCEDURES

(check most appropriate)

A. BUDGET

High ______ ______ ______ Not Done

1. Are present budgetary provisions adequate to maintain and improve existing special education programs? ______ ______ ______ ______
2. Is the projected budget development and interpretation based on defined needs of the special education program developed and achieved by the local administrator, his staff, and other responsible persons? ______ ______ ______ ______
3. Do local budgetary provisions fully utilize local, state, and federal resources to implement special education programs? ______ ______ ______ ______
4. Do budgetary allocations permit expenditures in excess of the maximum state reimbursement formula? ______ ______ ______ ______
5. Is a follow-up made to determine that the budgeted program is properly carried through and the necessary supplies, equipment, physical plant, and services are actually obtained? ______ ______ ______ ______
6. Are there adequate budgetary provisions for the supplementary services, e.g., psychological, social work, audio-visual, library, special education supervision and coordination, and special area consultants? ______ ______ ______ ______
7. In budgetary development, do the members of the teaching and supervisory staff understand the necessity for specialized materials and services being provided in the special class program? ______ ______ ______ ______
8. Do budgetary considerations permit cooperative sharing of special education services with other school districts via the Cooperative Educational Service Agency and/or 66:30? ______ ______ ______ ______

Comments:

Summary of Needs:

Summary of Strengths:

Recommendations for Improvement:

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

III. ADMINISTRATIVE PROCEDURES

B. SELECTION AND PLACEMENT

(check most appropriate)

	High			Not Done
1. Are there provisions for ongoing group evaluation so that all potentially retarded children are officially screened?				
2. Are there provisions for a definite clear-cut referral procedure which defines whom to contact, what forms to use, etc.?				
3. Are there provisions for a well organized and operating screening and placement committee to review referral cases?				
4. Are there provisions for complete evaluation by qualified personnel for those cases which are referred by the screening committee?				
5. Are there provisions for assessment of the case findings with specialized personnel, involved teachers, and parents so as to fully review the case and possible ramifications?				
6. When warranted, are there provisions for a period of trial placement of the special education candidate along with a re-evaluation before final placement is considered?				
7. Are there provisions for regular periodic re-evaluation of all children enrolled in special education progams?				
8. Are provisions for professional discussion and review of special class enrollees readily available?				
9. Are there provisions for easy access to records and reports on special education enrollees by all professional persons dealing with these children?				

Comments:

Summary of Needs:

Summary of Strengths:

Recommendations for Improvement:

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

III. ADMINISTRATIVE PROCEDURES

C. TEACHER RECRUITMENT

(check most appropriate)

	High			Not Done
1. Are all currently employed special education teachers fully certified in their area of specialization?				
2. Do administrative procedures encourage prospective teachers to work on special education certification prior to employment in special classes?				
3. Is the administration aware of and in contact with institutions having approved programs for the training of teachers of retarded children?				
4. Does administrative policy encourage present regular classroom teachers having potential as special class teachers to work towards such certification?				
5. Are high school seniors informed about the needs and programs for special education teachers, e.g., FTA, career days, college bound counseling, etc.?				

6. Are local funds available for staff members working towards certification as special education teachers?	____	____	____	____
7. Are present and prospective special education teachers kept informed on private, state, federal, and university traineeships, fellowships, and institutes available for such purposes?	____	____	____	____
8. Are local programs and salary schedules conducive to recruitment of new teachers?	____	____	____	____
9. Are there provisions for the encouragement of practice teachers in other areas of education to gain experience within the special education program?	____	____	____	____

Comments: ______________________________

____

Summary of Needs: ______________________________

____

Summary of Strengths: ______________________________

____

Recommendations for Improvement: ______________________________

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

III. ADMINISTRATIVE PROCEDURES

(check most appropriate)

D. SUPERVISION

	High			Not Done
1. Is there formal designation of a special education director, supervisor, or coordinator?	____	____	____	____
2. Do local criteria for employment of the special education director, supervisor, or coordinator conform to recommended state certification requirements?	____	____	____	____
3. What percentage of the director's time is given to special education?	____	____	____	____
4. Are there designated responsibilities for the special education director?	____	____	____	____
5. Are there regular classroom visitations by the special education director?	____	____	____	____
6. Are supervisory reports or teacher ratings regularly filed with the school administrator?	____	____	____	____
7. Are thorough discussions of local supervisory reports completed with the teacher involved?	____	____	____	____
8. Are there defined channels of communication for the transmission of records and information from teacher to director; teacher to principal, etc.?	____	____	____	____
9. Is there stimulation of interest, enthusiasm and professional awareness by the special education director, i.e., through communications, special need meetings, etc.?	____	____	____	____
10. Is there evidence of a positive effect of policies in making special education an integral part of the total school program?	____	____	____	____
11. Are there provisions for developing and maintaining a special professional or resource library?	____	____	____	____
12. Is there direct involvement of the special education director in screening and placement of teachers?	____	____	____	____
13. Are special teachers consulted in the development of policies and programs?	____	____	____	____
14. Is there a demonstrated receptiveness of the special education director to new or unique elements of planning o programing as suggested by the literature, B.H.C. staff, colleges, or universities, or other sources?	____	____	____	____

General Comments: ______________________________

____

Summary of Strengths: ______________________________

____

Summary of Weaknesses: ______________________________

____

Recommendations for Action: ______________________________

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

III. ADMINISTRATIVE PROCEDURES

E. COOPERATIVE EDUCATIONAL SERVICE AGENCIES

(check most appropriate)

	High			Not Done
1. Do administrative procedures permit shared planning and cooperative involvement in special education programing between local and CESA special education leadership personnel?	____	____	____	____
2. Do administrative procedures and policies tend to encourage shared instructional services through the CESA in specific areas of special education where individual local sponsorship is not feasible or financially practical?	____	____	____	____
3. Do administrative procedures permit the utilization of shared ancillary and/or supplementary services through cooperation with the CESA?	____	____	____	____
4. Do administrative procedures provide for periodic review and assessment of shared programs and services provided through the CESA to assure maximum services to mentally retarded children?	____	____	____	____
5. Are the supervisory responsibilities of CESA and local district special education personnel clearly designated in shared service and program areas?	____	____	____	____

Comments: ______________________________

____

Summary of Needs: ______________________________

____

Summary of Strengths: ______________________________

____

Recommendations for Improvement: ______________________________

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

IV. CONTINUUM OF SERVICES

A. EXTENT OF SERVICES

1. Special Class Enrollments:

a. EMR: Homebound________ Undifferentiated________ Primary________
Intermediate________ Junior High ________ Senior High________ Total________

b. TMR: Homebound________ Undifferentiated________ Half-day________ Total________

Grand Total________

(check most appropriate)

	High			Not Done
2. Has the area formulated ongoing plans for a comprehensive continuum of services to serve all retarded children within the district including services ranging from pre-primary through secondary educable and half and full-day services for trainable children?	____	____	____	____
3. If differentiated levels of service are not available, are shared or cooperative arrangements made with other districts or the Cooperative Educational Service Agency so that all retarded pupils are adequately programed?	____	____	____	____
4. Are special class pupils receiving periodic health checkups to identify children with physical problems and/or secondary handicaps?	____	____	____	____
5. Do administrative policies permit flexibility in admission to special class and readmission to regular classes on a full or part-time basis when feasible for individual pupils?	____	____	____	____
6. Do program policies permit trial admissions of certain retarded pupils on a tentative basis pending further child study and observation in a group setting?	____	____	____	____
7. Do administrative procedures permit flexibility in transfer of retarded pupils within the special education structure?	____	____	____	____
8. Are classes located in buildings so as to encourage mixing with normal children in such areas as playground, cafeteria, etc.?	____	____	____	____

9. Are there provisions for such ancillary services as guidance, speech correction, health, library, psychometry, psychology, school social work services, etc.? ____ ____ ____ ____

10. Are there provisions for liaison and coordination with other local and state agencies such as Day Care, Vocational Rehabilitation, etc. to provide a broad community coverage for the pre-school and post-school retardate? ____ ____ ____ ____

Comments: ____________________

____

Summary of Needs: ____________________

____

Summary of Strengths: ____________________

____

Recommendations for Improvement: ____________________

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

IV. CONTINUUM OF SERVICES

(check most appropriate)

B. PARENT COUNSELING

High — Not Done

1. Does the district provide a series of orientation meetings or individual conferences for parents of children new to the program? ____ ____ ____ ____
2. Are teacher-parent conferences and home visitations a regular part of the special education program? ____ ____ ____ ____
3. Do teachers have a minimum of two conferences a year with parents of retarded children? ____ ____ ____ ____
4. To what extent are parents encouraged to visit special classes for guidance and counseling purposes prior to and subsequent to placement of child in a special education program? ____ ____ ____ ____
5. Are parents of children in special classes encouraged to participate in regular P.T.A. meetings and/or in special education parent-teacher meetings? ____ ____ ____ ____
6. Is additional psychological help available to teachers and parents in instances where there are serious problems with respect to home-school relations? ____ ____ ____ ____
7. Is ongoing parental counseling an integral part of the special education program? ____ ____ ____ ____
8. Do respective professional staff members have specified, designated and coordinated roles in parent counseling? ____ ____ ____ ____

Comments: ____________________

____

Summary of Needs: ____________________

____

Summary of Strengths: ____________________

____

Recommendations for Improvement: ____________________

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

V. PHYSICAL PLANT AND ROOM EQUIPMENT

(check most appropriate)

High — Not Done

1. Is there a projected master plan developed for providing optimum special education facilities? ____ ____ ____ ____
2. Do physical plant and classroom facilities comply with State Department and State Industrial Commission regulations and requirements? ____ ____ ____ ____
3. Does location of classrooms encourage integration of special class students in selected regular program areas? ____ ____ ____ ____
4. Does location of classrooms encourage contacts with children of similar chronological age in the regular grades? ____ ____ ____ ____

5. Are regular provisions for maintenance and repair of rooms and equipment provided to maintain functionability and attractiveness? _____ _____ _____ _____

6. Are special classrooms adequate in size and are alcoves or activity areas provided? _____ _____ _____ _____

7. Do physical facilities promote a pleasant atmosphere conducive to learning, e.g., special interest corners, science facilities, general classroom decor, etc? _____ _____ _____ _____

8. Are the physical facilities of the activity area or alcove satisfactory, e.g., craft area, home economic facilities, social living corner, etc.? _____ _____ _____ _____

9. Is classroom instructional equipment adequate, e.g., recorders, projectors, room darkening shades, maps, globes, etc.? _____ _____ _____ _____

10. Is the non-academic room equipment adequate, e.g., craft materials, dishes, household tools, etc.? _____ _____ _____ _____

11. Is general classroom equipment adequate, e.g., storage cabinets, electrical outlets, sink and counter, bulletin boards, chalkboards, etc.? _____ _____ _____ _____

General Comments: ____

____

Summary of Strengths: ____

____

Summary of Needs: ____

____

Recommendations for Improvement: ____

____

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

(check most appropriate)

High — Not Done

VI. CURRICULUM AND INSTRUCTIONAL MATERIALS

1. Is the special education staff participating in an organized program of planned curriculum development? _____ _____ _____ _____

2. Does the district have a current suggested curriculum guide which provides a basic scope and sequence for its various program levels? _____ _____ _____ _____

3. Are the special education teachers effectively utilizing available local, state, and out-of-state curricular materials in the daily instructional program? _____ _____ _____ _____

4. Does the local area have a listing of curricular guides, instructional materials, and supplies for use by the special education teachers? _____ _____ _____ _____

5. Do experienced special education teachers have an opportunity to select and recommend appropriate materials for instruction? _____ _____ _____ _____

6. Are special teachers permitted to order materials on a planned, orderly basis and is there also provision for flexible requisitioning in special circumstances? _____ _____ _____ _____

7. Do special teacher have available the consultative and teaching assistance of the area's special subject matter specialists, e.g., in art, music, physical education, audio-visual, etc.? _____ _____ _____ _____

8. Does the district provide for field trips or school excursions as an integral aspect of instruction in its special education program? _____ _____ _____ _____

9. Has the district developed an evaluation system for its curriculum and for the instructional materials used in its special classes? _____ _____ _____ _____

10. Does the special education curriculum promote development of self-responsibility, social participation, and vocational competence on the part of the learner? _____ _____ _____ _____

11. In the instructional program is there effective balance maintained between the academic and the non-academic needs of the retarded as a potential, prospective, contributing citizen? _____ _____ _____ _____

12. Is the curricular offering such that retarded students are developing, or have developed, a positive acceptance of themselves? _____ _____ _____ _____

13. Are there opportunities available at the junior and senior high school level for integration of retarded pupils into such non-academic areas as, e.g., driver education, home economics, industrial arts, physical education, etc.? _____ _____ _____ _____

14. Does the secondary instructional program include occupationally oriented curriculum experiences such as occupational education, work adjustment, and sheltered and community work experience? _____ _____ _____ _____

15. Has the district, in its evaluation of the curriculum and instructional approaches utilized in special education, followed up its post-school retarded pupils to determine whether curricular goals are being attained?				

Comments:

Summary of Needs:

Summary of Strengths:

Recommendations for Improvement:

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

(check most appropriate)

VII. PROFESSIONAL GROWTH

	High			Not Done
1. Are there regular staff meetings to discuss and extend existing programs, propose improvements, and share ideas?				
2. Is released time provided for periodic professional inservice training?				
3. Are salary credits granted for inservice and curriculum participation?				
4. Does administrative policy encourage teachers to take course work beyond existing minimum state requirements that will assist them in their teacher assignments?				
5. Have school principals evidenced professional growth for greater responsibility in special education through additional course work, workshops, special institutes, etc.				
6. Does the salary schedule recognize additional course work?				
7. Are institutions of higher learning encouraged to provide special education courses as on-campus or extension courses?				
8. Do staff members cooperatively engage in the development of functional special education guides?				
9. Does the district utilize the services of BHC supervisors and area consultants for inservice meetings?				
10. Are staff members encouraged to share ideas and work cooperatively on an interdistrict basis?				
11. Are leaderhip personnel making an effort to keep up-to-date on related research and recent educational devlopments in special education?				
12. Does the district maintain a professional library of resource books and periodicals pertaining to special education?				
13. Does administrative policy encourage classroom research and demonstration activities?				
14. Have procedural guidelines been established to facilitate research and demonstration projects?				

Comments:

Summary of Needs:

Summary of Strengths:

Recommendations for Improvement:

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

VIII. PARENT AND PUBLIC EDUCATION

(check most appropriate)

	High			Not Done
1. To what degree are special education personnel utilized as speakers, i.e., for parent groups, civic clubs, career days, FTA, etc.?				
2. To what degree is special education material such as literature, brochures, tapes, slide, or films available for general loan or distribution?				
3. To what degree is there involvement of lay, parent, or extra school personnel in special education program development?				
4. To what degree are newspapers, T.V., and other mass media utilized in parent and public education?				
5. To what degree are special education personnel involved as citizen advisors or consultants in public or private planning or coordinating group?				
6. How accessible is information on special education programs and personnel to parents or the public, e.g., identification of the special education director, designated channels of inquiry and communication, open houses, etc.?				
7. To what degree are civic or volunteer groups utilized in the special education program?				
8. Are guidelines developed and available for stimulating or coordinating school-community interaction?				
9. Are current directories of all community, area, and state agencies, resources, or groups with potentials for service available?				

General Comments: ______________________________

Summary of Strengths: ______________________________

Summary of Needs: ______________________________

Recommendations for Improvement: ______________________________

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

IX. EVALUATION

(check most appropriate)

	High			Not Done
1. Is there periodic evaluation of the special education program with summary presentation of needs to the Board of Education?				
2. Are the special education and general supervisors cooperatively developing an approach for the overall evaluation of the instructional program for the retarded within the content of the total school program?				
3. If the district is sharing services or participating in specific aspects of the CESA's program, is there frequent assessment of the effectiveness of these cooperative activities?				
4. Does the district have specially developed forms for reporting pupil progress and cumulative growth and are these appropriate for various levels of retardation?				
5. Are the major goals of the current curriculum evaluated and the results adequately reported to each pupil's parents?				
6. Are ongoing psychological services provided the special teacher with reevaluation of each pupil on a minimum of every three years or upon teachers' requests?				
7. Are case conference and pupil data records maintained on a confidential basis and kept current by the special teachers?				
8. Is there evaluative committee action in considering cases for discharge, in the promotion of pupils, or in planning appropriate services for any pupil requiring review and assessment?				
9. Is there active review committee liaison with extra school agencies in planning appropriate non-school services for specific pupils?				

10. Does the district have a specific policy of recognizing special pupil attainment of the goals of the special education program? ____ ____ ____ ____

11. Have the community resources been evaluated to determine the availability of employment for retarded students? ____ ____ ____ ____

12. Does the district make any follow-up checks on the activities of its special education graduates to determine the effectiveness of the program? ____ ____ ____ ____

Comments: ____________________

Summary of Needs: ____________________

Summary of Strengths: ____________________

Recommendations for Improvement: ____________________

ANALYSIS OF PROGRAMS AND SERVICES FOR THE MENTALLY RETARDED

X. GENERAL SUMMARY OF TOTAL SPECIAL EDUCATION PROGRAM

A. Summary of Strengths:

____

B. Summary of Weaknesses:

____

C. Proposed Steps for Improvement (immediate and long-range priority list and necessary action).

____

Wisconsin State Department of Public Instruction
Bureau for Handicapped Children
126 Langdon Street
Madison, Wisconsin 53703

Appendix E

Joint Agreement

Occupational Adjustment Program for the Mentally Retarded

VRSE-1
8/1963
Redone
9/1964

A. This is a rehabilitation program mutually conceived, developed and executed by the Local School Board and the Division of Vocational Rehabilitation in a community effort to amalgamate the resources of a community of a special education and rehabilitation nature. Funds made available to vocational rehabilitation under the terms of this agreement are to be regarded as vocational rehabilitation funds and are paid for the performance of vocational rehabilitation services according to the following elements:

1. The nature and scope of rehabilitation services to clients will be determined by the State Rehabilitation Division (hereinafter designated as the State Board).
2. In all significant aspects of their rehabilitation work, the teacher-counselors will be subject to the supervision of the State Board. This will constitute the technical supervision of the program. The Local School Board will supervise the non-vocational rehabilitation activities of the teacher-counselors, will supervise the teacher-counselors on coordinating various activities, and will exercise administrative supervision on such matters as hours of work, payroll, and so forth.
3. All clients receiving services under this program must first be certified as eligible by the State Board; however, services designated as diagnostic and evaluative for potential clients by the vocational rehabilitation supervisor do not require prior certification of eligibility.
4. No services under this agreement will be the usual and regularly available services of the school system. No academic training or other training which is available under special education programs can be considered vocational rehabilitation services.
5. The teacher-counselor is subject to the same or equivalent qualification and tenure standards applicable to all employees of the State Board. These same provisions also apply to other personnel whose services may be required by this program.
6. Selection of the full-time teacher-counselors working in this program may be made by the Local School Board, but is subject to the approval of the State Board.
7. The Occupational Adjustment Program will be subject to periodic evaluation by the parties to this agreement for the purposes of program improvement and efficient utilization of rehabilitation personnel. As a corollary to this, the services of the teacher-counselors will no longer represent matchable state vocational rehabilitation funds if the vocational rehabilitation agency terminates such services under the vocational rehabilitation program. Likewise, separation of the teacher-counselor by the Local School Board from rehabilitation activity is subject to the approval of the State Board if this joint agreement is to remain in operation.

B. Out of the matching federal funds available to it from the proposed program, the State Board will to the extent possible:

1. Purchase for the clients of this program, work experience and work adjustment training from community agencies qualified to provide such training. This work adjustment training may be obtained in a sheltered workshop, in a vocational school-job preparation program, or in an on-the-job training program.
2. Provide whatever additional case services are required by the clients eligible for the program. This may include one or more of the following: (a) medical examination, (b) psychological services, (c) counseling and guidance services, (d) medical and physical restoration services, (e) training, including courses in work experience and work adjustment, (f) placement services, and (g) follow-up services.

____________________ Date	____________________ Designated Officer of the Local School Board
	____________________ City and State
____________________ Date	____________________ Director, State Division of Vocational Rehabilitation

Approved in accordance with 16.54 Wisconsin Statutes

____________________ Date	____________________ Governor of Wisconsin

VRSE-1
8/1963
Redone
9/1964

BUDGET FOR PERSONNEL

OCCUPATIONAL ADJUSTMENT PROGRAM FOR MENTALLY RETARDED

July 1, __________ to June 30, __________

Name of Local School Board ______________________________

Name of Teacher-Counselor (or other personnel) ______________________________

Address: Home ______________________________

School ______________________________

Length of School Program (months) ______________________________

Salary (total) ______________________________

Distribution of Time (1) Vocational Rehabilitation Activity __________%

(2) Special Education __________%

(3) Other (specify) __________%

Portion of salary qualifying for federal matching under Public Law 565 (Vocational Rehabilitation Act) (calculated — #(1) X Total Salary) ______________

Voucher numbers of payroll showing salary paid ______________________________

Daily Time Schedule of Teacher Counselor:

Period (hours)	Vocational Rehabilitation Time (Activities)	Special Education (Activities)

(Use reverse side for additional details of activities)

cc: Bureau for Handicapped Children

VRSE-2
8/1963
9/1964

OCCUPATIONAL ADJUSTMENT PROGRAM FOR MENTALLY RETARDED

CERTIFICATION AS TO AVAILABILITY OF FUNDS FOR VOCATIONAL REHABILITATION (To be filed with the State Division of Vocational Rehabilitation by the responsible fiscal officer of the local school board in advance of any disbursement of funds by the local school board for the purposes of this program.)

I hereby certify that there will be available during the fiscal year ending June 30, __________, from funds assigned for expenditure by the

____
(Local School Board, City)

a sum of $______________ to be paid as salary for vocational rehabilitation services contemplated under the terms of a cooperative agreement between the State Division of Vocational Rehabilitation and the

____
(Local School Board, City)

Signed: ______________________________
Title: ______________________________
Date: ______________________________

Appendix F

Title VI -- Education of Handicapped Children

VRSE-3
8/1963
9/1964

Sec. 601 (a) The Commissioner is authorized to make grants pursuant to the provisions of this title during the fiscal year ending June 30, 1967, and the succeeding fiscal year, for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) for the education of handicapped children (as defined in section 602) at the preschool, elementary and secondary school levels.

(b) For the purpose of making grants under this title there is authorized to be appropriated $50,000,000 for the fiscal year ending June 30, 1967, and $150,000,000 for the fiscal year ending June 30, 1968.

DEFINITION OF HANDICAPPED CHILDREN

Sec. 602. As used in this title, the term 'handicapped children' includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

ALLOTMENT OF FUNDS

Sec. 603. (a)(1) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 601(b). The Commissioner shall allot the amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title.

(2) From the total amount appropriated pursuant to section 601(b) for any fiscal year the Commissioner shall allot to each State an amount which bears the same ratio to such amount as the number of children aged three to twenty-one, inclusive, in the State bears to the number of such children in all the States. For purposes of this subsection, the term 'State' shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands.

(b) The number of children aged three to twenty-one, inclusive, in any and in all the States shall be determined, for purposes of this section, by the Commissioner on the basis of the most recent satisfactory data available to him.

(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallotment, from time to time and on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for that year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for that year.

STATE PLANS

Sec. 604. Any State which desires to receive grants under this title shall submit to the Commissioner through its State educational agency a State plan in such detail as the Commissioner deems necessary. The Commissioner shall not approve a State plan or a modification of a State plan under this title unless the plan meets the following requirements:

(a) The plan must provide satisfactory assurance that funds paid to the State under this title will be expended, either directly or through local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (A) which are designed to meet the special educational and related needs of handicapped children throughout the State, (B) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (C) which may include the acquisition of equipment and where necessary the construction of school facilities. Nothing in this title shall be deemed to preclude two or more local educational agencies from entering into agreements, at their option, for carrying out jointly operated programs and projects under this title. The plan may provide up to 5 per centum of the amount allotted to the State for any fiscal year or $75,000 ($25,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater, may be expended for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level.

(b) The plan must provide satisfactory assurance that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this title.

(c) The plan must provide satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this title, and that a public agency will administer such funds and property.

(d) The plan must set forth policies and procedures which provide satisfactory assurance that Federal funds made available under this title will be so used as to supplement and, to the extent practical, increase the level of State, local, and private funds expended for the education of handicapped children, and in no case supplant such State, local and private funds.

(e) The plan must provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing related services for, handicapped children.

(f) The plan must provide that the State educational agency will be the sole agency for administering or supervising the administration of the plan.

(g) The plan must provide for making such reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title, including reports of the objective measurements required by paragraph (e) of this subsection; and the plan must also provide for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(h) The plan must provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this title to the State, including any such funds paid by the State to local educational agencies.

(i) The plan must provide satisfactory assurance that funds paid to the State under this title shall not be made available to any school for handicapped children eligible for assistance under section 203(a)(5) of title II of Public Law 874, Eighty-first Congress.

(j) The plan must provide satisfactory assurance, in the case of any project for construction of school facilities, that the project is not inconsistent with overall State plans for the construction of school facilities and that the requirements of section 610 will be complied with on all such construction projects.

(k) The plan must provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers and administrators of handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

PAYMENTS

Sec. 605. From the amounts allotted to each State under section 603, the Commissioner shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan. These payments may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

ADMINISTRATION OF STATE PLANS

Sec. 606. (a) The Commissioner shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State agency administering the plan reasonable notice and opportunity for a hearing.

(b) Whenever the Commission, after reasonable notice and opportunity for hearing to such State agency, finds—

(1) that the State plan has been so changed that it no longer complies with the provisions of section 604, or

(2) that in the administration of the plan there is a failure to comply substantially with any such provisions, the Commissioner shall notify such State agency that the State will not be regarded as eligible to participate in the program under this title until he is satisfied that there is no longer any such failure to comply.

JUDICIAL REVIEW

Sec. 607. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under section 604 or with his final action under section 606(b), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition or review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

Sec. 608. (a) The Commissioner shall establish in the Office of Education a National Advisory Committee on Handicapped Children, consisting of the Commissioner, who shall be Chairman, and not more than twelve additional members, not less than 50 per centum of whom shall be persons affiliated with educational, training, or research programs for the handicapped, appointed by the Commissioner without regard to the civil service laws.

(b) The Advisory Committee shall review the administration and operation of this Act, title II of Public Law 874, Eighty-first Congress, and other provisions of law administered by the Commissioner, with respect to handicapped children, including their effect in improving the educational attainment of such children, and make recommendations for the improvement of such administration and operation with respect to such children. These recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children. The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than January 31 of 1968 and each fiscal year thereafter. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments or recommendations he may have with respect thereto.

(c) Members of the Advisory Committee who are not regular full-time employees of the United States shall, while serving on business of the Committee, be entitled to receive compensation at rates fixed by the Commissioner, but not exceeding $100 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5 of the United States Code for persons in Government service employed intermittently.

(d) The Commissioner may, at the request of the Advisory Committee, appoint such special advisory professional or technical personnel as may be necessary to enable the Advisory Committee to carry out its duties.

BUREAU FOR EDUCATION AND TRAINING OF THE HANDICAPPED

Sec. 609. The Commissioner shall establish at the earliest practicable date not later than July 1, 1967, and maintain within the Office of Education a bureau for the education and training of the handicapped which shall be the principal agency in the Office of Education for administering and carrying out programs and projects relating to the education and training of the handicapped, including programs and projects for the training of teachers of the handicapped and for research in such education and training.

LABOR STANDARDS

Sec. 610. All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a-5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c)."

Appendix G

1967 Attorney General's Opinion:

Constitutional and Statutory Responsibilities of State and School District to Mentally Handicapped Children Discussed Generally

Pursuant to its responsibilities under sec. 46.52, Stats., the Mental Health Advisory Committee asks a series of questions dealing with the rights of mentally handicapped children in the field of education.

You also ask whether the responsibilities to educate or to provide an educational opportunity for mentally handicapped children have been properly discharged by the state, the superintendent of public instruction, and the subordinate school districts and boards in Wisconsin. The answer to this question would constitute a value judgment which I do not feel that I, as Attorney General, should make. A sound conclusion can be reached only after careful consideration of the nature of these responsibilities and the ways in which they have been met. Some of the inadequacies of our present system, however, will become apparent during the ensuing discussion of your remaining questions.

These remaining questions will be answered in the order in which they were submitted. I will reproduce the exact questions so as not to alter the meaning or significance in any case.

> I. "What constitutional or statutorily created responsibilities do the state, the superintendent of public instruction and the subordinate school districts and boards have for the education of or providing an educational opportunity for mentally handicapped children, including, among others, those who are emotionally disturbed, psychotic, neurotic, brain damaged, epileptic, retarded, who have behavior or special learning problems and/or are culturally or socially deprived?"

Free public education for all children is a major principle of the American school system. The constitutions of most states provide for such education without specifically excluding children afflicted with physical or mental handicaps.

Art. X, sec. 3, Wis. Const., provides:

> The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20; and no sectarian instruction shall be allowed therein.

The framers of the constitution considered it one of the paramount duties of government to provide the means of education for every child in Wisconsin. The medium designed to accomplish this objective was the district school maintained at public expense and open to all who may choose to avail themselves of this fundamental right to a free public education. This much is clear from the published debates and contemporary writings prior to the adoption of the constitution. *Journal and Debates, Constitutional Convention 1847-1848,* 336-339; Quaife, *The Movement for Statehood* 188, 199, 317-318, 514.

The primary responsibility for implementing this plan was placed upon the local public school systems with financial support often provided in later years by the state and federal government. In view of this firm commitment to free public education, the inability or refusal of a local unit to provide adequate facilities or programs shifts the responsibility to the state.

The specific right to a free education in the district schools, however, was qualified in *State ex rel. Beattie v. Board of Education* (1919), 169 Wis. 231, 233, 234-235, 172 N.W. 153 where the court held:

> The right of a child of school age to attend the public schools of this state cannot be insisted upon when its presence therein is harmful to the best interests of the school. This, like other individual rights must be subordinated to the general welfare.
>
> The duty confronting the school board was a delicate one. It was charged with the responsibility of saying whether this boy should be denied a constitutional right because the exercise of that right would be harmful to the school and to the pupils attending the same. He should not be excluded from the schools except for considerations affecting the general welfare. But if his presence in school was detrimental to the best interests of the school, then the board could not, with due regard to their official oaths, refrain from excluding him, even though such action be displeasing and painful to them

Although the *Beattie* case did not specifically involve a mentally handicapped child, the principle enunciated by the court places a limitation upon such a child's right to attend the district schools. Moreover, it is well established that the school board has the power to suspend or exclude a pupil if his admission would be detrimental to the interests of the school and its pupils. *State ex rel. Dresser v. District Board* (1908), 135 Wis. 619, 116 N.W. 232; *State ex rel. Burpee v. Burton* (1878), 45 Wis. 150.

In seeking to achieve this balance between preservation of an individual child's rights and the protection of the other pupils' rights to an education in the district schools, the board cannot exercise its power in an arbitrary and unreasonable manner. Only a material infringement upon the rights of other children to enjoy these benefits will justify exclusion from a district school.

There is no constitutional or statutory requirement that each district provide special programs or a special school for various classes of children who are excluded from attendance at the district school. The obligation of the local school district or the state to such excluded children, however, does not cease with their expulsion from the district school. It should be noted that in *State ex rel. Beattie v. Board of Education* (1919), 169 Wis. 231, 172 N.W. 153, the court did not hold that this pupil lost all rights to a free public education. The petitioner pupil sought only reinstatement in the district school rather than continuing his education in the day school established pursuant to sec. 41.01, Stat.

Keeping in mind the aims of the drafters of the constitution, it is my opinion that the school district or the state must compensate these excluded children in some way for this denial of their fundamental right to attend the district school. The child has not forfeited his right to a free public education through any form of misconduct. Instead, he has been unfortunate enough to be afflicted with a condition which renders his participation in the usual school program unfeasible. It is perhaps more accurate to say that his educational rights have been qualified for his own benefit and the benefit of other pupils.

Although entry to the district school may be barred under certain circumstances, the obligation to provide a meaningful and free public education remains unless it can be shown that a child is not at all educable.

> II. "Are the provisions of Chapter 41 of the Wisconsin Statutes, 'Special Schools,' adequate to meet the mandate of Article 10, Section 3 of the Wisconsin Constitution?"

Art. X, sec. 3, Wis. Const., requires that all district schools be as nearly uniform as practicable. The uniformity requirement placed upon the district schools, rather than the school districts, shows that the framers were more concerned with the character of instruction than with the method of forming school districts and systems. *State ex rel. Zilisch v. Auer* (1928), 197 Wis. 284, 289, 221 N.W. 860.

Although the mandate of Art. X, sec. 3 does not require that special schools be established in each district, this would constitute one means of preserving the mentally handicapped child's right to a free public education. Chapter 41 provides the framework for the establishment of many special schools for those who may be excluded from the district schools. This chapter does not compel any school district to establish special programs for the handicapped as the legislature apparently recognized the unfeasibility of providing separate facilities in those districts with few handicapped children.

State educational agencies, however, are in a particularly unique position with respect to the retarded child. Although the public schools have the primary responsibility for the education of all children, the state agencies can assume an effective role in coordinating resources and services at the community level. This coordination may be essential to achieve equalized educational opportunities for all children in some areas of the state.

> III. "Are constitutional rights being denied because many of the provisions of Chapter 41 make it discretionary upon local school districts to provide certain educational facilities for mentally handicapped children?"

As I have indicated earlier, school districts are not required by the constitution or by Chapter 41 to establish separate educational facilities for mentally handicapped children. The desirability of initiating such special classes or centers must not be confused with legal requirements.

The legislature clearly has the power to provide for schools other than the district schools anticipated by Art. X, sec. 3. As the Attorney General said in 37 OAG 484, 485:

> It cannot be denied that it is important that special provisions be made for the handicapped child and the reasonableness of any legislation which does this cannot be questioned on the ground it makes an arbitrary or unreasonable classification.

The state policy concerning all public education is embodied within sec. 40.66, Stats., which provides:

> It is hereby declared to be the policy of this state that education is a state function and that some relief should be provided from local general property tax as a source of school revenues where it is excessive, and that other sources of revenue should contribute a larger percentage of the total funds needed; that in order to provide reasonable equality of educational opportunity for all the children of the state, the state must guarantee that a basic educational opportunity be available to each student, but that the state should be obligated to contribute to the educational program only if the district provides a program which meets the state standards.

Under sec. 20.650 (3) (d), Stats., state aid is authorized for day schools, instructional centers and classes for instruction of mentally handicapped children who are either educable or trainable or emotionally disturbed. In view of the discretionary language used throughout Chapter 41, the decision whether to provide such facilities rests solely with the school district authorities.

On the other hand, the failure of local authorities to act in this area shifts the responsibility to the state to provide such programs or to offer financial assistance to parents seeking to gain for their child a meaningful educational opportunity. This conclusion is based upon the legislative determination in sec. 40.66 Stats., that education is a state function.

> IV. "May a parent compel a school district to provide a special program for his mentally handicapped child who has been excused by the school district on the basis of the child causing a disruption of the normal classroom activities?"

Under existing legislation, the answer to this question is "no." This conclusion logically follows from the discussion presented under the three preceding questions. Although the legislature determines state policy and provides the framework within which such special programs may be established, the school district determines the necessity and desirability of implementing its basic educational program.

Where a local unit decides not to maintain special facilities, the right to a free education can be guaranteed through other means such as offering financial assistance for use in gaining admission to another public center or a private school.

> V. "What discretion does the school district have for determining the scope of the program for the mentally handicapped child — for example, the number of hours?"

In *Union F.H.S. Dist. v. Union F.H.S. Dist.* (1934), 216 Wis. 102, 107, 256 N.W. 788, the court said:

> It is generally held that the legislature, in enacting laws, may resort to classification without violating constitutional provisions when a classification is based upon substantial differences or distinction between classes, is germane to the purposes of the laws, is not based upon existing circumstances only, applies equally to members of a class, and the character of one class is so different from another class as reasonably to suggest the necessity or propriety, having regard for the public good, of substantially different legislative treatment.

Thus, reasonable classification by the legislature is permissible in enacting laws relating to education. It follows, therefore, that, by force of its public function, a school board may resort to reasonable classification by implementing our education laws with rules and regulations.

The power to make rules for the organization, gradation and government of the schools is specifically granted to the board under sec. 40.30 (17), Stats. Although the board possesses certain discretion, these rules must be reasonable and necessary. *State ex rel. Bowe v. Board of Education of the City of Fond du Lac* (1885), 63 Wis. 234, 237, 23 N.W. 102; *State ex rel. Burpee v. Burton* (1878), 45 Wis. 150.

Within the framework of either the regular school program or special programs for the handicapped, the board may broaden or restrict the scope of any program offered to such pupils if these variations are reasonable.

> VI. "May a parent compel a school district to enroll his mentally handicapped child at age four or five or six, even though the school district has established a practice of accepting children at age seven or eight or later?"

There is no legal authority to support an affirmative answer to this question. It is my opinion, therefore, that a parent cannot compel a school district to enroll his mentally handicapped child at an age younger than that established for other children within the district. It is again imperative to avoid confusing the desirability of such earlier admission in some or all cases with the legal rights of parent and child.

> VII. "Are practical matters such as shortage of teachers, of limited classroom space, waiting lists, justification for refusing admission to mentally handicapped youngsters before age eight or nine, or discharging them at age 16?"

Based upon preceding discussion concerning the general rights of the mentally handicapped child, the answer is clearly "no." Although a child may be excluded from a district school upon the showing of adequate grounds, the reason for such exclusion must relate to the child's condition and its effect on the other pupils rather than on the circumstances which you have enumerated.

> VIII. "Is refusal to enroll children before age eight or nine, or discharge them at 16 or before 20, a deprivation of the constitutional mandate of Article 10, Section 3?"

The refusal to enroll children in some educational program before age eight or nine would violate the mandate of Art. X, sec. 3. The same is true of early discharge unless, of course, the child has successfully completed his primary and secondary education.

Theoretically the constitution grants to any person under the age of 20 the right to resist discharge from a public high school notwithstanding the fact that he has received his diploma at age 17, 18 or 19. As a practical matter, however, the likelihood of such a demand occurring is remote in view of the desirability and availability of more advanced training in various industries or in the areas of higher education.

> IX. "May a parent compel a school district to pay the tuition and other costs, or part of the tuition and other costs, if his child is rejected by the district schools and the public school system of the state, but accepted in a private or parochial school within or outside the state primarily for education tailored to the individual conditions, needs, capacities and potentials of the child?"

The basic obligation of the state and the school districts is to see that a child receives a free public education. If a child is rejected by a district school, a reasonable alternative must be offered. As I have already indicated, this may take the form of education in a special school established either by the school district, by a group of school districts or by the state itself.

If special classes or special schools are deemed unfeasible in a given area, the parents of a handicapped child must be offered another reasonable alternative. One such plan might be the payment of tuition and possibly certain other costs in a private school approved by the state. As for the payment of tuition in a parochial school, constitutional objections might arise under Art. IV, sec. 24, Wis. Const., which prohibits expenditure of public funds for the benefit of any religious organization.

The possibilities for providing some program or assistance outside the district school are limitless. It is sufficient to say, however, that the state, in its own capacity or through the respective school districts, must provide a reasonable alternative to education in the district school.

> X. "What responsibilities do the state or school districts have for providing an education or educational opportunity for a mentally handicapped child when that child:
> 1. Is a resident in a state mental institution or in a private or public mental institution within or outside the state, under therapy or treatment or under custodial care?
> 2. Is a resident in a public or private institution other than a mental institution, whether placed in such institution as wards of the state or not, and whether placed in such institution for correctional purposes or otherwise?
> 3. Is living with his parents, or in a foster home, or in an institution outside the legal school district, including children of parents in the military service?"

Upon being placed in a public or private mental institution, a child's educational rights necessarily become restricted. Education or training constitute only a part of the program to be offered to such patients. As it must be assumed that these children have special problems requiring individualized treatment, no guidelines can be established regarding any duty to provide an educational opportunity. Although some education or training is obviously desirable in most such cases, the individual institution must retain considerable discretion in defining the scope of any program.

A similar approach must be adopted in cases of placement in institutions other than mental institutions. The reason for such placement or commitment may provide some guidance concerning the responsibility for providing an educational opportunity. A prior opinion concluded that children of school age who are inmates of a child welfare agency are entitled to free education in the public schools under Art. X, sec. 3 and that the agency must send them to school. 20 OAG 666. In the absence of concrete facts, however, I hesitate to comment further on this abstract question which may cover a multitude of unanticipated situations.

No school district is required to admit to its schools children who do not reside within that district. *State ex rel. Comstock v. Joint School Dist.* (1886), 65 Wis. 631, 27 N.W. 829. On the other hand, children of federal officials and employees who reside on government-owned land within a school district possess the same rights as other children within the district. 31 OAG 266.

> XI. "May a parent compel a school district to pay the costs of special tutoring for a mentally handicapped child if the district plans to have the child repeat a grade, and the parent is advised by a competent professional, that special tutoring will keep the child in his regular class, but such tutoring is not available through the school district?"

I find no authority which would compel or even authorize a school district to pay the costs of such special tutoring. The obligation of the school district to the child and his parents is satisfied when a reasonable educational opportunity is provided. This does not guarantee that each child will reach the same development from year to year. The school district cannot act as an insurer of such progress.

BRONSON C. LA FOLLETTE
Attorney General

BCL:DPJ:hg

CAPTION:

Constitutional and statutory responsibilities of state and school district to mentally handicapped children discussed generally. Art. X, Sec. 3, Wis. Const., requires free public education be provided for mentally handicapped children.

Appendix H

Joint Policy Statement of the Bureau and W.A.R.C. Relative to 1967 Attorney General's Opinion

The Wisconsin Association for Retarded Children and the Bureau for Handicapped Children (Wisconsin State Department of Public Instruction) hereby assert that the recent Attorney General's Opinion on educational rights of the mentally handicapped reaffirms the traditional and current philosophy of the Bureau relating to Article X, Section 3 of the Wisconsin Constitution.

It is the reaffirmed opinion of our two organizations that Article X mandates the local school district to accept primary responsibility for providing a meaningful and free public education to mentally retarded children (ages four through 20). It is further recognized that chronological age cannot be utilized as the sole criterion within this context. Actual participation in such school services has been and should be contingent upon each child's having been evaluated and declared eligible, according to criteria established by the Bureau, by a competent, and qualified professional. The only restriction on a child's rights to meaningful compensatory education is when that child's attendance is not conducive to the general welfare of his handicapped peers.

The Bureau for Handicapped Children and Wisconsin Association for Retarded Children interpret the Attorney General's Opinion to mean further that if a local school district or an existing broader intermediate school unit should fail or is unable to provide these services, responsibility then shifts to the several agencies of the State of Wisconsin (Departments of Public Instruction, Vocational Rehabilitation Administration, or Public Welfare). The state's responsibility in this case may be fulfilled either by providing such compensatory programs directly or by coordinating resources and services at the community level to achieve the same goal.

Our two organizations welcome and heartily endorse the Attorney General's opinion and the strong stimulus it will provide to local school districts in their efforts to respond to their obligations to serve the retarded as have been urged upon them by the Bureau for Handicapped Children. Further, since the constitution is not self-executing, both organizations will support legislative enactments designed to implement constitutional intent wherever statutory authority is silent or lacking as it pertains to the recent Attorney General's opinion.

Appendix I

1967 Attorney General's Opinion: School District and CHCEB Responsibility for Transportation to Day Care Centers

December 18, 1967

Dear Mr. Kahl:

You have requested my opinion with respect to the transportation of mentally handicapped children to "day-care centers" such as the Belle School in Racine County. Specifically you inquire:

1. Does section 40.53 (1), Wis. Stats., as amended by section 4, Chapter 68, Laws of 1967, provide for the transportation of mentally handicapped children by a school district to a facility such as the Belle School.
2. May a county provide for transportation of mentally handicapped children to a facility such as the Belle School and receive state aids under section 41.01 (lr) (f) and (g), Wis. Stats.

Chapter 68, Laws of 1967, amended parts of section 40.53, Wis. Stats., to permit school districts to transport pupils to private schools. Section 40.53 (1) (b) 1. as amended by Chaper 68 reads as follows:

> "Except as provided in s. 40.55, beginning with the 1967-68 school term the school board of each school district shall provide transportation to and from the school he attends for each pupil residing in the school district who attends any elementary grade including kindergarten or high school grade, comparable to any grade offered by such school district, at a private school located 2 miles or more from his residence, if such private school is the nearest available private school which the pupil may reasonably choose to attend and is situated within the school district. The school board may elect to provide transportation during the 1967-68 school term for pupils to a private school situated no more than 5 miles beyond the boundaries of the school district if a private contractor has transported public and private pupils on the same bus during the 1966-67 school year."

You point out in your request that section 40.53 (2), Wis. Stats., which relates to the transportation of handicapped children was not affected by Chapter 68. I do not believe that this is critical to the questions you have asked for the following reasons:

a. Section 40.53 (2) does not appear to be restricted to the transportation of pupils to public schools. That section provides for transportation for physically disabled children, including mentally handicapped, to "*any* elementary or high school."

b. Even if section 40.53 (2) were construed to relate only to public schools of the State of Wisconsin, that section is an enlargement of the general transportation provisions of section 40.53 and would not prevent transportation of handicapped children under the provisions of sec. 40.53 (1)(b) 1.

In determining whether a district is to provide transportation it is to be recognized that parents may select a private school for their children for various reasons, i.e., religion, special training, etc. The only question which must be answered is: Does the private facility selected by the parent fall within the definition of a "private school" set forth in Chapter 68, Laws of 1967.

Section 3 of Chapter 68 created sec. 40.52 (2) of the statutes to read:

> "In ss. 40.53 to 40.57 'private school' means any parochial or private elementary or high school in this state offering any academic grades comparable to those described in s. 40.01 (2), including kindergarten."

Section 40.01 (2) referred to above reads as follows:

> "40.01 (2) Grades. The educational work of the public schools is divided into 12 grades (besides kindergarten) which are numbered from one to 12 beginning with the lowest. The first 8 are the elementary grades. The last 4 are the high school grades. A common school is an elementary school. A school in which only the seventh to ninth, or seventh to tenth grades, inclusive, are taught is a junior high school; one in which only grades 10, 11 and 12 are taught is a senior high school. This classification is not a limitation of the character of work or the studies that may be carried on in either the elementary or the high schools."

I believe that it is implicit in Chapter 68 that, with respect to the transportation of children to private schools, the school district must make a determination as to whether or not the facility in question comes within the definition set forth above. To the extent a facility operating as a day-care center under sec. 51.38, Wis. Stats., falls within the definition of a private school the school district has the obligation of transporting pupils resident in the district to that facility to the same extent which it provides for the transportation of pupils within the district to any other private school.

As to the Belle School specifically, this facility might very well fail to come within the definition of a private school under Chapter 68, Laws of 1967. I am informed that the program of the Belle School is designed for children below the educable and trainable level. In order for a facility to be regarded as a private school as defined above it must conform in some degree to the criteria established for public schools. This would, at the minimum, require a program of training of the mentally handicapped to some degree comparable to training received by children attending public school kindergartens. The determination of comparability, however, is to be made by the school officials and not by me.

As to your second question, it is my opinion that county handicapped children's education boards have no authority to transport pupils to "day-care centers" such as the Belle School. The only authority provided in Chapter 41 relates to the transportation by a county handicapped children's education board to county special schools established under that chapter.

Further, the county handicapped children's education boards may not look to the amendment of sec. 40.53 by Chapter 68, Laws of 1967, for authority to transport to a private school. Chapter 68 is effective as to school districts only, and makes no provision for the granting of state aids for transportation of private school pupils by other than a school district. This is made clear by the fact that sec. 40.56 (3), Wis. Stats., which previously permitted granting state aids to municipalities, was amended by Chapter 68 so as to exclude municipalities from such aid.

It should be noted, however, that even though the county handicapped children's education board is not authorized to transport children to day-care centers these children are not deprived of transportation to such centers since it may be seen from my answer to your first question above that if the facility in question falls within the definition of a "private school," the child attending that facility may be provided transportation by the school district of his residence.

Sincerely yours,

BRONSON C. LA FOLLETTE
Attorney General